DOCUMENT RESUME

ED 291 128 EA 019 745

AUTHOR Leopardi, Linda M.; And Others
TITLE Policy. School Board Library Series, Volume 2. [Revised].
INSTITUTION New Jersey School Boards Association, Trenton.
REPORT NO ISBN-0-912337-03-6
PUB DATE 83
NOTE 76p.; Portions printed on tinted paper.
AVAILABLE FROM Publications, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605 ($9.95 prepaid).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrative Organization; *Administrator Guides; *Board of Education Policy; *Codification; Elementary Secondary Education; *Governance; Policy Formation; Public Schools; Records (Forms); *School Districts; Worksheets
IDENTIFIERS *New Jersey

ABSTRACT

By New Jersey law, school boards are required to develop written policies governing their operations as a public body and the operation of the school district. This guide is intended to give board members and administrators a working knowledge of the policy process in local school district governance. Provided are background information, step-by-step instructions for developing policies, an action plan for district governance manual development, and a process for keeping a manual up to date. Bylaws are an internal mechanism for board organization and procedure. Four sample bylaws demonstrate content, format, language, indexing, and referencing. All local boards deal with the same policy topics: (1) community relations; (2) educational administration; (3) business and noninstructional operations; (4) instructional and support personnel; (5) students; (6) instruction, and (8) construction, remodeling, and renovation. Nine sample policies are provided. A sample action plan is provided for a district that lacks many policies and is embarking on a manual development project. The appendix contains the New Jersey School Boards Association codification system, divided into eight sections, each with its own index, identifying number, and descriptive title. (MLF)

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School Board Library Series Volume 2

POLICY

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LINDA M. LEOPARDI • MARJORIE M. MARTIN • ELLA L. HULLFISH

2

A PUBLICATION OF THE NEW JERSEY SCHOOL BOARDS ASSOCIATION

School Board Library Series Volume 2

POLICY

BY
LINDA M. LEOPARDI
MARJORIE M. MARTIN
and
ELLA L. HULLFISH

A PUBLICATION OF THE NEW JERSEY SCHOOL BOARDS ASSOCIATION
TRENTON, NEW JERSEY

ISBN 0-912337-03-6
New Jersey School Boards Association
School Board Library Series Volume 2
POLICY
By: Linda M. Leopardi, Marjorie M. Martin
and Ella L. Hullfish

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Printed in the United States of America.

Library of Congress No. 83-62527

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FOREWORD

I am very pleased to present the second edition of Volume 2 of the School Board Member Library Series, Policy. Completely rewritten and revised, this book represents the latest thoughts on the operation of public schools through school board policy.

Boards do not run the districts' schools; they assure that they are well run. Through wise, clear policies they provide guidelines for the administration and teaching staff. They set the groundrules of curriculum, philosophy and services by which the children of the district will be provided with a thorough and efficient system of education. They set safeguards to prevent frivolous or illegal expenditure of the taxpayers' money, and insofar as possible to guarantee that every dollar spent purchases a dollar's worth of education for the district's children.

Following the action plans outlined in this volume, the beginning or experienced board member will be able to identify the salient facts of legislation or situations which require or modify Board policy, and plan for development of legal, workable policies to govern every aspect of district operations.

My thanks to Linda M. Leopardi, former Associate Director of Management Information and former Director of the NJSBA School Policy Service, Marjorie M. Martin, Policy Associate, and Ella Hullfish, consultant, for the time, effort and expertise that produced this valuable handbook.

Lloyd Newbaker
Executive Director

INTRODUCTION

This book is intended to give board members and administrators a working knowledge of the policy process in local school district governance.

By New Jersey law, school boards are required to develop written policies governing their operations as a public body and the operation of the school district. In some cases, statutes and administrative code require development of very specific policies. In general, however, much is left to the discretion and commonsense of the board.

A board's policies are intended as guidelines to its administration—statements of desired results which the administration will develop programs and processes to achieve. Having set the goals, the board also has the obligation to evaluate both the effectiveness of the programs and processes in achieving them, and the effect of this achievement or lack of it on the district's educational program as a whole.

Following the action plan presented here, a board can develop clear, legal, rational, workable individual policies and integrate them into a unified manual which addresses every aspect of the board's responsibilities.

Information and advice on individual policies and manual projects are available from NJSBA's School Policy Service. Either call (609) 695-7600 and ask for the Policy Service, or write:

NJSBA School Policy Service
315 West State Street
Trenton, New Jersey 08605

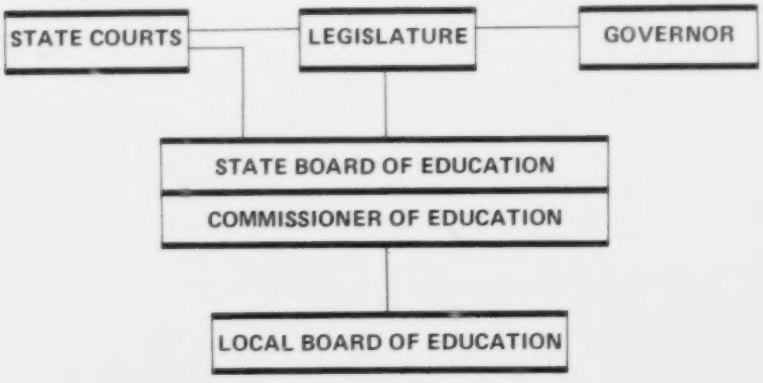
THE GOVERNANCE MANUAL: Why It Is Necessary

1

THE NEW JERSEY EDUCATION SYSTEM

The Constitution of the State of New Jersey requires the Legislature "to provide for the maintenance and support of a thorough and efficient system of free public schools." Local district school boards implement this and other requirements of educational law subject to the authority of the State Board of Education.

Most New Jersey school statutes are in *New Jersey Statutes Annotated Title 18A: "Education."(N.J.S.A. 18A).* Every board should have a copy. The district board of education is responsible to the state and its members are state officials. The following diagram of New Jersey's educational governance system illustrates the lines of authority:



General supervision and control of public education in New Jersey is vested in the State Board of Education, which holds the power to make and enforce, alter and repeal, rules for implementing and carrying out the school laws of the state. The Board consists of 12 members with no less than three women and not more than one member from any one county. State Board members are appointed by the Governor, by and with the advice and consent of the State Senate, for a term of six years. State Board

meetings are held once a month and are open to the public. Amendments to the rules of the State Board are considered at these meetings. The complete body of State Board rules is collected and codified in the *New Jersey Administrative Code*, Title 6. Department of Education (*N.J.A.C.* 6).

The Commissioner of Education is the chief executive and administrative officer of the State Department of Education and works with the State Board of Education in much the same manner as a superintendent works with a district board of education. The Commissioner is appointed by the Governor, with the advice and consent of the State Senate, for a term of five years. The Commissioner holds supervisory powers over all public elementary and secondary schools in the state, which he/she exercises in general through the county superintendents' offices.

Under *N.J.S.A.* 18A:11-1, boards of education receive considerable authority. Each board is directed to:

- Make, amend and repeal rules, not inconsistent with this title or with the rules of the State Board, for its own government and the transaction of its business, and for the government and management of the public schools and public school property of the district, and for the employment, regulation of conduct and discharge of its employees.

- Perform all acts and do all things, consistent with law and the rules of the State Board, necessary for the lawful and proper conduct, equipment and maintenance of the public schools of the district.

The essential role of the board is to act as an agent of the state in providing a thorough and efficient system of education in the public schools of the district and to ensure compliance with state laws and regulations. To do so, the board must act in legislative, executive and judicial capacities. The legislative role encompasses the adoption and amendment of bylaws and policies; the executive role, the conduct of the administrative functions required by law; and the judicial, those situations when a board must or may sit in judgment.

In other words, the board must make policies to govern its schools so as to provide a thorough and efficient system of education for all its students. The board's authority is limited only by specific statutes, provisions of the administrative code, and court and Commissioner decisions. This body of law may command, forbid or allow the board of education to authorize its administration to act in a certain way. Monitors appointed by county superintendents classify districts on their compliance with law in the matter of developing policies as well as on the achievements of their students.

THE MOST EFFECTIVE METHOD OF DISTRICT GOVERNANCE

The dictionary defines governance as: the manner or method of governing. The establishment of a rational, workable pattern of governance by the local school district board has never been more important.

The role of the board of education is not to run the district schools, but to see that they are well run. This is not an easy task. The board has involved and interdependent responsibilities to:

- The federal government for conforming to regulations when it accepts federal funds;
- The state for carrying out its educational mandates;
- The local community for carrying out its wishes and meeting its needs within the confines of law and financial means;
- Its administration for providing clear guidelines for action;
- The staff for providing the resources and working environment that foster instructional excellence; and,
- Most important of all, to the students for providing the quality and level of education necessary to prepare them for active participation in the economic, social, intellectual and political life of tomorrow's world.

The pressures are great and varied, the operational demands complex. Even the smallest, most homogeneous district must commit its policies to paper; organize them for easy retrieval and reference; and when necessary or advisable surround them with administrative documents for implementation. In simpler days it may have been possible for the superintendent and the board secretary to carry all the policies in their heads and produce them when necessary. This is no longer true. Today, every district must have a governance manual and its contents must be sophisticated enough to deal with the multi-faceted systems that govern local public education.

This manual must reflect the realities of the district's operation. Every district has three levels of governance which overlap to some extent: the board, the central administration and the individual school. Each level produces directives and records—paper. How much of this paper belongs in the governance manual? Enough to fulfill its purpose, which is to make clear to the community and staff just what the pattern of governance is—where responsibility lies, the direction and extent of action expected, the results desired and the time or method of evaluation if applicable. The policies, bylaws, and administrative regulations (rules and procedures) which make up the manual are the framework for the district's governance.

Policies

Policies are those broad guidelines set by the school board to chart the district's course of action. They tell *what* is wanted and may also include *why* and *how much*. They establish the responsibility of the appropriate administrator. But they leave enough leeway for the administrator to develop detailed directions on how to put policies into practice.

Policy is the written expression of the board's desires for the district's students. The policy statement of the board provides the administration with a secure basis for decision-making, and an imperative for action. A clearly defined and expressed policy helps eliminate ambiguity and minimizes misunderstanding between the board and its administration.

Policies also provide a legal basis for the actions of the district. A board's policies must not only be fair and reasonable, but also within the law. A clearly defined policy will often constitute sufficient evidence of the fairness and reasonableness of the board's actions should it be necessary to defend them in administrative or judicial proceedings. Fair, reasonable and well-defined policy will also generate respect for the board and its programs among the community, staff and the student body.

Policy fosters continuity in the board's actions and subsequently in the educational process. This does not imply that a board should not change its policies, but rather that consideration should always be given to the current policies of the board when considering a new position.

Bylaws

Bylaws are policies stating the board's guidelines for its own proper operation and conduct. They are an internal mechanism for board organization and procedure. A board with a full set of bylaws will reap substantial benefits because bylaws encourage efficiency and establish authority in the actions of the board.

Here are some important matters which should be covered in bylaws:

- Organization of the board: officers and officials, committees
- Legal limitation of the power of an individual board member
- Conflict of interest
- Policy formation, adoption, and amendment
- Public participation at board meetings
- Board meeting agenda preparation
- Parliamentary procedure
- Voting methods

Administrative Regulations

The rules and procedures in the governance manual tell *how*, by *whom*, *where*, and *when* things are to be done. These should be district-level regulations, not specifics for day-to-day operation of each individual school or business transaction. They may indicate a method of evaluation. These rules and procedures are developed by whichever administrator is appropriate—the superintendent, the board secretary, or the business official.

The board itself adopts administrative regulations only when specific state laws require such adoption, or when the administrator recommends it. The board reserves the right to review and cause revisions of administrative regulations should they, in the board's judgment, be inconsistent with the policies adopted by the board.

The administrator is held accountable for whether or not the rules and procedures truly implement the intent of the policy. For example: a certain citizen has been writing letters to the local newspaper attacking the district's choice of a textbook and organizing parents and community members into a campaign. The board's policy #6161.1 IIAA-IIAB-IIAC-IIAD-KFA Selection of Instructional Materials clearly states the guidelines to be used to select the textbooks which the board adopts. The board also has a policy on complaints from the public regarding any aspect of district operations (#1312/KL-KLA-KLB-KLC). The superintendent's implementing regulations for these policies indicate that books are selected for recommendation to the board by appropriate committees of the staff and that all complaints are to be received with courtesy, processed quickly and the correspondence fully documented.

By his own admission, the citizen has never filed a complaint. The board reaffirms its policies, commends the superintendent on the regulations, and refuses to hear any complaint from the citizen unless it comes through the proper steps of the complaint procedure.

The governance manual, with its policies, bylaws, and administrative regulations is the foundation on which a successful school system may be built by careful, reasonable decision-making. A three-ring loose-leaf binder provides the best means of keeping all these governance documents in order. Each document should be printed separately, i.e., only one topic per page. Each type of document should be color coded for easy identification. New Jersey School Boards Association uses blue for policy, yellow for administrative regulations, pink for exhibits and white for indexes to topical sections and negotiated agreements.

This handbook provides background information, step-by-step instructions for developing sound policies, an action plan for district governance manual development, and a process for keeping a manual up to date.

THE GOVERNANCE MANUAL: What It Should Contain

2

GETTING DOWN TO BASICS

What topics must be addressed in every district governance manual? First, those for which either statute or administrative code requires the board to have written policy. Some of these require only affirmation of the letter of the law as stated—for example, the board adoption of the state and federal regulations on eligibility for reduced-priced meals. Others are those in which the law lays down certain limitations, but instructs the board to make decisions on details. There are some wherein the law permits the board to make an initial decision—to have student safety patrols, for example—but requires it to have written policy if it wishes to do so. A few "legally required" policies or bylaws are not really policies or bylaws at all, but statements of legal requirements. Qualification for membership, fixed by law, should be stated in the bylaws. The Open Public Meetings Act exempts only very specific topics from its "Sunshine" requirement; these should be listed in the bylaws.

Inclusion of a second group of policies and bylaws is dictated by common sense. Criteria for acceptance of awards from non-school organizations must be decided and clearly stated. The terms on which certificates or plaques are to be awarded to retiring board members or employees must be spelled out.

Among the most basic legal requirements is that a board "...make, amend and repeal rules...for its own government and the transaction of its business..." These rules are bylaws. And since the bylaws govern the way the board functions, they lay the groundwork for all a board hopes to accomplish. Without bylaws a board cannot be effective because bylaws deal with authority and power; function; membership; structure; meetings; and duties.

The advantage of having all matters affecting board operations in writing, in a handy reference manual, cannot be overestimated. The manual thus becomes an aid for decision-making, an orientation tool for new board members, and the path to more efficient operations.

Serious attention must be given to the laws which affect a policy or bylaw. The bylaw dealing with the board attorney (#9126/BGB) should include the assignment of this responsibility. Either the attorney may have as

a regular duty the legal review of all proposed policies and bylaws or he/she may function as a consultant to the policy coordinator.

FUNDAMENTAL BYLAWS

The very nature of bylaws makes their formation and amendment the first legislative function of the board. Without a bylaw on the topic, the board has no framework within which to develop rules governing its own actions. Most parliamentary authorities recommend advance notice of adoption or amendment of bylaws and at least a majority vote of the whole membership to effect a change. Since New Jersey laws do not detail voting requirements for adoption, amendment, or repeal of bylaws, a board must enact such a rule for its own governance to protect the rights of the whole board against the desires of a temporary voting majority to alter operating methods for its own advantage.

Because policy-making is the most important legislative function of the board, the bylaw on policy development must be complete and detailed. A policy statement as well as a bylaw should be representative of the position of the full board. Policy matters should be voted on only after sufficient notice is given to all members of the board so that they can acquaint themselves with the proposed policy. Such notice will also permit staff, students and the public to consider their positions and address their opinions to the board. Since the law does not mention the nature of the vote required for adoption of a policy, the board itself must make this decision.

A word about voting—the law specifies which actions require affirmation of a majority of the full board. The law does not always require a recorded roll-call vote, but a board is wise, in case of some later dispute, to record who voted on each side of every issue. All matters not covered by specific statute require only a majority vote of the members present and voting, unless the district's bylaws provide otherwise. This is particularly important in the case of abstentions which might otherwise distort the vote.

The board delegates its executive authority to the appropriate administrator in a bylaw which authorizes him/her to prepare the rules and procedures needed to control the day-to-day operations of the school district.

When the board exercises its judicial function in hearings on grievances or disciplinary actions, its activities should be governed by a bylaw (#9350/BDE).

When the laws dealing with membership on the board allow some leeway—as in the filling of vacancies, the removal of a member, or the election of officers—the board should adopt bylaws on these matters. A board may wish to limit the number of terms the same member can hold

the presidency to ensure rotation and "new blood" from time to time. Removal of an officer must, by law, be by vote of a majority of the board. Unless otherwise provided in the bylaws, parliamentary procedure specifies that an investigating committee be appointed, charges be preferred and a formal hearing be held.

Some decisions should be made with regard to board committees. Standing committees, as established in the bylaws, perform a continuing function; members are appointed annually by either the board president or the whole board. The usual function of a standing committee is to exercise some control over particular areas of district operation, make recommendations to the board and act in an advisory capacity, but not to take any action which could bind the full board. Areas of concern which might be assigned a standing committee are: finance, buildings and grounds, curriculum, policy and personnel. Careful delineation of the area of responsibility of each committee will avoid much possible friction.

Special *(not standing)* committees established by the board often serve useful purposes. The main reasons for creation of a special committee are:

- To study a one-time problem or situation;
- To present advice received from experts and the community;
- To involve people outside the board who have a legitimate interest in the issue.

The law having the most impact on board meeting bylaws is the Open Public Meetings Act—usually referred to as the Sunshine Law. The Sunshine Law covers all public bodies organized by law and collectively empowered to spend public funds or affect people's rights. The local school district board is one such body. Under the provisions of this law, the public must be given adequate notice of and be permitted to attend all meetings except those specifically exempted in the law itself. All discussions and official actions of the board must take place in public. Applied properly, the Sunshine Law and the meeting bylaws give the board an opportunity to strengthen its relationship with the community.

The board may decide that all meetings including committee meetings of fewer than a quorum must be open to the public. The board has the right to permit, regulate, or prohibit active participation of the public at any meeting. A bylaw will regulate who may speak before the board, when, how long, and whether advance permission must be sought.

Proper bylaws on agenda preparation, notice of meetings, advance delivery of materials, public participation, parliamentary rules, and voting method will pave the way for optimum accomplishment.

On the following pages are a group of sample bylaws to be studied not only in relation to this chapter's discussion, but also in relation to their place in the governance system. They should be reviewed for content, format, language, indexing, and referencing. They demonstrate the organization necessary to prepare a governance manual.

School District Name & Address SAMPLE BYLAW	FILE CODE: 9112/BBB

ELECTIONS/APPOINTMENTS (RECRUITMENT)

In an attempt to ensure that the _____ School District will be able to select members of its Board of Education from the widest possible number of interested, active, well-informed citizens, the Board directs the Superintendent and/or the Board Secretary* to:

1. Publicize widely all public Board meetings, committee openings, and community-related activities of the schools;
2. Publicize the annual school election well in advance so that prospective Board members will have time to investigate the responsibilities of the position carefully, and fulfill the requirements of the law in presenting nominating petitions;**
3. Solicit the advice and cooperation of parents/guardians, the professional and business community, and any other local groups seriously concerned for the quality of our schools.

Date:

* Individual districts would assign these duties according to their own organization chart and job descriptions.

** In a district with an appointed Board, #2 might read:

"Publicize the annual appointment of Board members well in advance so that interested parties will have time to investigate the responsibilities of the position carefully and then petition the governing body for consideration."

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School District Name & Address SAMPLE BYLAW	FILE CODE: 9311/BFB-BFC

FORMULATION, ADOPTION, AND AMENDMENT OF POLICIES

The Board of Education recognizes that its most important function in the public schools of this district is the establishment of long-range policies. The Board acknowledges that these policies must be directed to providing a thorough and efficient education for its students, and must also reflect mature consideration of the will and needs of the community.

In order to assure that policy adopted by the Board is timely, legal, consistent, and in the public interest, the Board appoints the Superintendent of schools as policy coordinator.

The Superintendent shall establish procedures to implement this policy. These procedures shall conform in all respects to the bylaws of the Board concerning agenda, meetings, and voting. The procedures shall provide a means whereby all interested parties in the school community may submit proposals for additions and amendments to the school district policy manual, and may contribute opinions and information for the Board's consideration.

The Superintendent shall ascertain any conflicts between proposed and existing policies and bring them to the attention of the Board at the first reading of the draft.

No policy shall be adopted by the Board until it has been discussed at two public meetings. To be adopted, a policy must be affirmed by a majority vote of the whole Board.

In the interest of efficient administration, the Superintendent shall have the power to decide all matters of detail that may arise for which no specific provision is made in the policies adopted by the Board, but no emergency action shall constitute official Board policy. The Superintendent shall present the matter at the next Board meeting so the Board can consider policy to deal with that situation in the future.

The Board reserves to itself the final determination of what shall be the official policy of the school district.

Date:

Legal References: *N.J.S.A.* 18A:11-1 General Mandatory Powers and Duties
N.J.S.A. 18A:17-20 Superintendent; General Powers and Duties

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School District Name & Address SAMPLE BYLAW	FILE CODE: 9322/BDC- BDDH-KD

PUBLIC AND EXECUTIVE SESSIONS

The Board desires citizens of the district to attend its sessions so that they may become better acquainted with the operation and programs of the schools and so that the Board may have the opportunity to hear the wishes and ideas of the public. All meetings of the Board shall be open to the press and public, with the exception of certain deliberative sessions which, under law, the Board may conduct in closed meeting. The Board reserves the right to adjourn or recess a meeting at any time to discuss such matters that may be considered in closed session. However, the Board must first adopt a resolution stating the general nature of the subject to be discussed, and, as precisely as possible, the time and the circumstances under which the discussion conducted in closed session can be disclosed to the public.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, to conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

1. Anyone wishing to speak before the Board, either as an individual or as a member of a group, should inform the Superintendent of the desire to do so and of the topic to be discussed as early as possible, but at least three days before the meeting. This will permit orderly scheduling of public remarks on the meeting agenda.
2. When recognized, each individual desiring to speak shall give his or her name, address, and the group, if any, that is represented. The presentation should be as brief as possible. Unless an extension of time is granted, a speaker shall be limited to five minutes.
3. Speakers may offer criticisms of such school operations and programs as concern them. But in public session, the Board will not hear personal complaints from school personnel nor against any person connected with the school system. (Other channels provide for Board consideration and disposition of legitimate complaints involving individuals.)

The Board vests in its president or other presiding officer authority to terminate the remarks of any individuals when they do not adhere to the rules established above.

Persons appearing before the Board are reminded, as a point of information, that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board.

Date:

Legal Reference: *N.J.S.A.* 10:4-6 *et seq.* Open Public Meetings Act

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School District Name & Address SAMPLE BYLAW	FILE CODE: 9430/AFG-AFH

EVALUATION OF DISTRICT AS A WHOLE

The Board has directed the annual evaluation of all parts of the district operation. The evaluation of the district as a whole must rest on the results of these individual evaluations. Therefore, the Superintendent is directed to coordinate the results of the evaluation of:

Administration

Business and Non-instructional Operations (including all construction of whatever sort)

Personnel (as a whole)

Instructional Programs (including pupil progress and the state evaluation)

into a unified report to the Board on the strengths and weaknesses of the district before the September meeting of the Board.

This unified report shall state the indicators of achievement used in each area.

Date:

Cross References:	2400	Evaluation of Educational Administration
	3600	Evaluation of Business and Non-instructional Operations
	4116-4216	Personnel Evaluation
	6300	Evaluation of Instructional Program

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POLICIES

All local boards of education deal essentially with the same policy topics. Depending on such factors as physical size of the district, number and age-range of students, grade structure, and the general socio-economic climate of the community, each local board considers these areas from a unique viewpoint and develops its policies accordingly. Aside from bylaws, the major topic divisions are:

- Community Relations
- Educational Administration
- Business & Non-instructional Operations
- Instructional & Support Personnel
- Students
- Instruction
- Construction, Remodeling and Renovation

In each of these areas a board must establish its general philosophy and goals before formulating specific policies. The board should consult the community, students, and staff when developing these philosophies and preparing these goals because many succeeding policy decisions will be based on them.

It is only when board members examine alternatives and make reasoned decisions on the basis of carefully defined educational goals and beliefs, that they will fulfill the main function of school board membership.

Community Relations

Policies on community relations really establish the board's public relations program. Keeping the community involved and informed can be instrumental in generating support for the board's plans. The school system is not something apart from the community, but rather the system should serve as one of the most vital and powerful forces linking the whole community together. Everyone within the bounds of the district has a stake in whether the educational programs are successful—not just the students and their parents, but their future employers and fellow citizens, too. Also, varied ethnic, racial and religious interests can often find common ground in projects promoting the achievement of district goals and objectives.

The board should develop policies which provide for a free flow of responsible information and encourage the community to become involved in the educational system. Vehicles of communication will range from public press, radio and television to materials carried home by the students. Sometimes convenient or obvious communicator's vehicles are overlooked. For example, parent-teacher conferences at school, while providing a means of sharing information about the child, can also help acquaint parents with the staff, the facilities and the program. Encouraging com-

munity rapport with the district may be as simple as permitting the use of school buildings by local groups. Depending on a district's situation, this service to the community may be free or a fee may be charged to cover the costs to the district or to generate income.

Other policies that should be considered in this area are gifts to the school, requests from community groups for student performances, booster clubs, visits to the schools, and development of cooperative relationships with local governmental agencies.

Educational Administration

Educational administration policies deal with the chain of command in the school district and its administrative control system. An organization chart should be included in every governance manual. The board must develop a job description for the superintendent and cooperate with him/her in developing a policy and criteria for evaluation of his/her effectiveness. The actual evaluation of the superintendent must by law be done by the board.

Business and Non-Instructional Operations

Board policies in the business and non-instructional operations area should be concerned first with the preparation of the financial plan (budget). The comparison of the school board to a corporation's board of directors is fitting; the responsibilities are similar. The board determines the direction of the district and sets up the business structure to implement its goals, control its finances, and provide support services. Just as a corporation that demonstrates sound management usually ends up with a profit, a local board of education that has a sound grasp of budget fundamentals and translates that into reasonable, workable policy, has a good chance of winding up with public support.

Budget policy encompasses both the district's budget philosophy and the schedule that translates that philosophy into a working document—planning, formulation, presentation, adoption, and dissemination. A fiscally prudent board considers "the most for the money" in every policy it formulates. The board's budget philosophy will not necessarily be limited to its business practices. For example, a policy on summer school may be broadened to include enrichment programs for which tuition may be charged, thus allowing the board to serve the needs of its students without increased expense.

In the non-instructional operations area, energy, transportation, and food services are policy matters of major interest to most communities. Are steps being taken to conserve energy? Who rides, who walks, and who eats lunch at school? Should the board make use of privately owned vehicles for small group student transportation to special events? Should the board buy buses or contract for transportation services? Since boards have considerable leeway for decision-making in these areas, they would

be wise to give careful attention to policies concerning them.

Instructional and Support Personnel

One of the most confusing areas in which a board must develop sound policies is that of instructional and support personnel. Certain aspects are strictly governed by law, and neither the board nor the bargaining representatives can alter them. For example, all full-time public school employees earn 10 days sick leave per year and the seniority provisions which govern reduction in force (RIF) are set by law. Other aspects of personnel policies are required topics of bargaining, and the board may not take unilateral action on them if a bargaining unit exists. A third group of topics, those currently held to be illegal topics of bargaining, infringe on the board's management prerogatives. It is possible that a single policy may include matters which can be settled unilaterally by the board, matters which must be negotiated and matters controlled by law.

Since negotiated agreements are an important form of district policy, reference to their provisions must be included in the manual. In formulating policy statements, provisions of such agreements must be considered but should not be quoted in the policy. Provisions must be indexed to every policy area they concern.

In general, all policies must apply equally to both sexes. Affirmative action in all phases of employment is both state and federal law.

Students

Many matters dealing with students are covered by law or rules of the State Board, such as immunization, attendance, and pupil records. Others are partially covered, for example, suspension, tuition, lunch programs and graduation ceremonies. Some are not covered, such as dress code, student vehicles and gifts to school personnel. Precedent in the areas not covered by law or rules is often found in decisions of the Commissioner and the courts.

Major concerns in student policies are health, safety and welfare. Also, the rights of the students must be recognized and protected. In New Jersey, students as students have many rights—the right to equal educational opportunity, the right of confidentiality of records, the right to a thorough and efficient system of education. All of these require local board of education policy consistent with the law.

As citizens, students also have a whole body of civil and legal rights. The board must guarantee students basic Constitutional rights—speech, assembly, religion. Grievance procedures should provide students with channels to the administration and the board of education through which they may protest alleged violations of these rights. Certain parameters can be established in policy which keep one student's rights from infringing on another's. The courts consistently recognize the need to maintain a suitable educational atmosphere in the schools. This allows a board to

set limits to activities that disrupt this atmosphere "materially," and to punish the offender.

Another point of consideration is the responsibilities of students. Policies must be considered which have an underlying objective of preparing students to assume responsibility for their own affairs and for monitoring their own actions.

Instruction

As the intermediary between the community and the schools, the board translates the needs and wishes of the community into policies that set broad guidelines for the administration to follow in providing educational services to the students of the district. Without trespassing on the functions of the administration and teaching staff, board members use policy to exercise influence and control on the vital area of curriculum.

Guidelines for the formulation and implementation of curriculum, including policies on curriculum guides and lesson plans, are proper responsibilities of the board. Program evaluation is particularly important.

Policies dealing with the teaching-learning process cover homework, teaching of controversial issues, home instruction, field trips, summer schools, co-curricular activities, selection of texts, library books, reading materials, and others more far-ranging—perhaps use of community college resources in high school programs, adult education, work experience programs, and the sale of student services and products.

Construction, Remodeling and Renovation

Construction, remodeling and renovation policies make up the "physical fitness" program for the existing and future facilities of the district. By law, facilities must be inspected for safety and structural soundness. Future needs must be estimated.

The law is very firm in some areas—bidding, contracts, conformance to the administrative code. On the other hand only the board can decide who can issue a change order, or what to name the new school.

The following sample policies are only a few of the many a board will need to develop, and represent only one of many possible viewpoints. However, as examples, they should be studied as were the bylaws.

School District Name & Address SAMPLE POLICY	FILE CODE: 1330/KG-KGA- KGB-KGC-KM

USE OF SCHOOL FACILITIES

The _____ Board of Education will permit community use of the district's facilities only when such use does not interfere with the regular educational program.

School affiliated groups, i.e., the PTA, employee associations and appointed (or elected) groups of the municipal government may use the school buildings and facilities without charge.

Organizations whose primary purpose is to serve youth on a community-wide basis, i.e., Boy Scouts, Girl Scouts, athletic leagues, may use school buildings and facilities without charge for meetings and other activities under approved supervision for which there is no admission charge. For all activities for which an admission fee is charged, a service fee to be computed by the Board Secretary and approved by the Board will be assessed. When paid entertainment is brought in and an admission fee is charged, a service and rental fee is to be assessed.

Newly established or forming religious groups of the community may make application for the temporary use of school buildings and facilities for religious services and education. The Board, fully aware of the religious needs of a growing community in which the established churches do not represent many of the denominations in our country, seeks to extend a neighborly hand of temporary help to these groups. The application submitted must include realistic plans for the early establishment of a religious facility outside of the schools.

To ensure that the Board of Education, as an agency of the state government, shall not subsidize any religious group, the Secretary of the Board of Education will determine in each case the exact operating cost for the facility requested and will establish this as a fee.

The Superintendent shall formulate regulations regarding proper use of the facilities and proper supervision of equipment.

Date:

Legal Reference: *N.J.S.A.* 18A:20-34 Use of School Property

NOTE: This policy reflects Judge Pachman's comments in the *Resnick v. East Brunswick* ruling, which held that rental of facilities for religious purposes is not unconstitutional.

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School District Name & Address SAMPLE POLICY	FILE CODE: 2131/CB-CBA- CBB-CBC-CBD- CBE-CBF-CBG- CBH-CBHA

EVALUATION OF THE SUPERINTENDENT (CHIEF SCHOOL ADMINISTRATOR)

The _____ Board of Education, in compliance with state law, will evaluate the tenured Superintendent annually. [The non-tenured Superintendent shall be evaluated three times a year. The first and second evaluations shall be interim, while the third shall follow the procedures adopted to implement this policy.]

The purpose of the evaluation is to promote professional excellence and improve the skills of the Superintendent, improve the quality of education and provide a basis for review of the performance of the Superintendent.

I. The role and responsibility of the Board in this evaluation shall be:

A. To review, revise and approve procedures suggested by the Superintendent for implementation of this policy;

B. To adopt an individual plan for professional growth and development of the Superintendent based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the Board and the Superintendent;

C. To hold an annual summary conference between a majority of the full membership of the Board and the Superintendent. This conference shall include a review of the Superintendent's performance in terms of his/her job description;

D. To adopt, by April 30, after the annual summary conference, an annual written performance report, approved by a majority of the full membership of the Board. This report shall include:

1. Performance areas of strength;
2. Performance areas needing improvement based upon the job description and evaluation criteria set forth in subsection II-A;
3. Recommendations for professional growth and development;
4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the Superintendent;
5. Provision for performance data which have not been included in the report prepared by the Board of Education to be entered into the record by the Superintendent within 10 working days after the completion of the report.

II. The role and responsibility of the Superintendent shall be to provide information and propose procedures for:

A. Development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities; state goals; statutory requirements and the functions, duties and responsibilities of the Superintendent. The evaluation criteria shall include but not be limited to available indicators of pupil progress;

B. Specification of methods of data collection and reporting appropriate to the job description;

continued

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School District Name & Address SAMPLE POLICY	FILE CODE: 2131/CB-CBA- CBB-CBC-CBD- CBE-CBF-CBG- CBH-CBHA

EVALUATION OF THE SUPERINTENDENT *(continued)*

C. Design of evaluation instruments suited to reviewing Superintendent's performance based upon job description;

D. Scheduling the required annual conference at an appropriate time and with appropriate information available to allow proper consideration of all the items to be included in the subsequent written performance report;

E. After the Board's adoption of the annual written performance report, to provide all other appropriate information relative to the evaluation of performance not contained in the report.

Nothing shall preclude the Board of Education, at its discretion, from hiring a qualified consultant to assist or advise in the evaluation process. However, the evaluation itself is the responsibility of the _____ Board of Education.

The policy shall be delivered to the Superintendent upon adoption. Amendments to the policy shall be distributed within 10 working days after formal adoption by the Board.

Date:

Legal References:	*N.J.S.A.* 18A:4-15	State Board, General Rule-Making Power
	N.J.S.A. 18A:6-10 *et seq.*	Tenured Employees Hearing Law
	N.J.S.A. 18A:7A-1 *et seq.*	Thorough & Efficient
	N.J.S.A. 18A:27-3.1	Non-Tenured Staff; Evaluation
	N.J.S.A. 18A:29-14	Withholding Increments
	N.J.A.C. 6:3-1.22	Evaluation of Tenured Superintendent
	N.J.A.C. 6:8	Thorough & Efficient

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School District Name & Address SAMPLE POLICY	FILE CODE: 2224/AC

AFFIRMATIVE ACTION COMMITTEE

The affirmative action committee appointed to assist the Board of Education in planning and evaluating the school district's affirmative action plan shall study particularly:

1. Recruitment, selection and placement of personnel;
2. Minority/sex segregated classes, activities and programs;
3. Instructional materials and libraries;
4. Guidance and placement of students;
5. Administrator and teacher attitudes.

They shall focus on possible discriminatory practices, and suggest to the Board goals and timetables for projected new levels, if needed, of employment of women and minority and ethnic groups. "Goals" are not to be viewed as rigid quotas but should relate to the needs of the school district.

Affirmative action officers shall be appointed annually for each building.

Date:

Legal Reference: *N.J.A.C.* 6:4-1.1 through -1.10 Equality in Educational Programs

Cross References:

4111.1	Affirmative Action
4211.1	Affirmative Action
5145.4	Non discrimination/Equal Educational Opportunity (Title IX)
6121	Affirmative Action

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School District Name & Address SAMPLE POLICY	FILE CODE: 3100/DB-DBA

ANNUAL BUDGET PLANNING, PREPARATION & ADOPTION

Since the Board of Education considers the budget as the financial reflection of the educational plan for the district, the budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligations of the district.

Moreover, the annual school budget process is an important means of communication within the school organization and with the residents of the district.

The budget should be considered critically by each member of the Board during its preparation, but once adopted it shall have the support of all members of the Board, regardless of their positions when adoption was voted.

In order to ensure adequate time for the preparation and review of the proposed budget, the Board directs the Superintendent and School Business Administrator/Board Secretary to develop a schedule of events associated with the presentation and adoption of the budget.

In the preparation of the budget, the Superintendent and School Business Administrator/Board Secretary shall confer with the principal, and other key personnel as necessary.

The line-item budget should evolve primarily from the needs of the individual schools, but shall also consider the data collected in long-range budget planning. In preparing budget requests, the responsible administrator shall include the following costs:

1. Staff
2. Textbooks, equipment and supplies
3. Cost and maintenance of facilities and equipment
4. Other costs associated with the operation of each program

The district's operating budget, when presented to the Board for review, shall contain:

1. The proposed expenditure for each line item requested for the ensuing year;
2. The anticipated expenditure for each existing line item in the current school year;
3. The actual expenditure for each then-existing line item from the immediately completed school year;
4. A description of each line item;
5. An estimate of the pupil population for the coming school year by grade;
6. The current pupil population by grade;
7. An estimate of the staff needed for the coming school year;
8. Actual staff for the current year;
9. Anticipated revenue by sources and amounts;
10. Amount of surplus anticipated at the end of the current school year;
11. All other expenses projected for the coming year, anticipated for the present year, and incurred in the preceding year, on the district level.

Date:

Legal References:	*N.J.S.A.* 18A:7A-1 *et seq.*	Thorough & Efficient
	N.J.S.A. 18A:22-7 through -9	Budgets
	N.J.A.C. 6:8-5.1	Review by County Superintendent
	N.J.A.C. 6:20-2.1 *et seq.*	Bookkeeping and Accounting

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School District Name & Address SAMPLE POLICY	FILE CODE: 4131.1/GCL- GCLA-GCOD

IN-SERVICE EDUCATION/VISITATIONS/CONFERENCES

The basic purpose of staff in-service activities is to improve the skills of district personnel and thus improve the quality of educational services offered students. The Board directs the Superintendent, in harmony with existing contractual agreements, to provide staff with opportunities in areas such as the following:

1. Released time and leaves of absence for travel and study
2. Visits to other classrooms and other schools
3. Conferences involving other personnel from the district, county, state, region or nation
4. Membership on district, county, state, regional and national committees
5. Training in classes and workshops within the district scheduled as a regular part of the school calendar

Each staff member shall participate in activities to improve his/her professional resourcefulness and competence throughout his/her service as an employee of the school district. The administration shall provide counsel and direction to members of the staff in planning and conducting in-service improvement activities and programs. Evidence of professional growth shall be one criterion in evaluation of all certified staff.

Date:

Legal References:	*N.J.S.A.* 18A:11-1	General Mandatory Powers and Duties of the Board
	N.J.A.C. 6:3-1.19	Evaluation of Non-tenured Teaching Staff
	N.J.A.C. 6:3-1.21	Evaluation of Tenured Teaching Staff
Cross Reference:	4116	Evaluation

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School District Name & Address SAMPLE POLICY	FILE CODE: 5131/JFC

STUDENT CONDUCT

The _____ Board of Education agrees with the State Board of Education that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere which encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

Therefore, the Superintendent shall nominate an advisory committee of staff, parents/guardians, and appropriate community members to investigate methods of establishing effective cooperation between the Board and the total community to develop commonly acceptable standards of student behavior.

The junior and senior high school student councils shall draft and present for Board review and adoption a code of conduct for students during school hours and at school-related functions, listing appropriate and inappropriate behavior. A copy of this policy and the student code of conduct shall be distributed without cost to pupils, staff and parents/guardians on initial entry into the school system, and every year thereafter.

The Board shall review all related policies on a regular basis.

Date:

Legal References:	*N.J.S.A.* 18A:11-1	General Mandatory Powers and Duties
	N.J.S.A. 18A:37-1 *et seq.*	Discipline of Pupils
	N.J.S.A. 18A:25-2	Authority over Pupils
	Resolution:	Violence and Vandalism, New Jersey State Board of Education, September 3, 1980
Cross References:	1220	Citizens' *Ad Hoc* Advisory Committees
	5020	Role of Parents/Guardians
	5114	Suspension/Expulsion/Student Due Process
	5131.5	Vandalism/Violence
	5144	Discipline/Punishment
	5145.6	Student Grievance Procedure

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School District Name & Address SAMPLE POLICY	FILE CODE: 6143/IFE

CURRICULUM GUIDES

Curriculum guides shall be prepared for each course and/or area to be taught in our schools to assist in the articulation of educational programs. In addition to mastery levels, each guide should contain objectives for attitudes to be developed; suggested materials and activities designed to achieve these; and evaluation criteria to test the extent to which learning objectives have been achieved.

The teacher will use the guide as the core of the course he/she has been assigned to teach. The Superintendent shall ensure that the curriculum guides are being followed.

The Board of Education directs that a copy of each guide in use be maintained in the Board office for review by members of the staff, Board and community. New curriculum guides or revisions to existing guides shall be provided by the Superintendent to the Board for study before implementation. By this means the Board will determine which alterations to courses of study as defined by the law require the approval of the Board.

Date:

Legal Reference: *N.J.A.C.* 6:8-3.5(a)3 Educational Program (curriculum)

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School District Name & Address SAMPLE POLICY	FILE CODE: 7110

[illegible]
(Annual Building Review)

All existing facilities of the _____ School District shall be evaluated annually for safety and structural soundness as required by law, and for suitability to the goals and objectives of the educational program.

The Superintendent shall include in the report to the Board an itemization of all necessary repairs and alterations with their estimated cost, and suggestions for improved utilization of available space.

After the Board has acted on the annual building review report, the Superintendent shall be responsible for making the necessary additions to the school district's master plan.

Date:

Legal References: *N.J.S.A.* 18A:7G-4 Goals and Objectives for Public Schools

N.J.S.A. 18A:33-1 District to Furnish Suitable Facilities; Adoption of Courses of Study

N.J.A.C. 6:3B-1.1(b)7 Periodic Inventory and Evaluation

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THE GOVERNANCE MANUAL: Tailoring It To The Local District

3

THE NORMAL POLICY PROCESS

Every district makes policy, no matter how haphazardly. In some districts, the superintendent or the board secretary, with his/her staff, is responsible for alerting the board to forthcoming policy decisions, pointing out possible conflicts among policies, and consulting the board attorney on relevant law. He/she also supplies the background information necessary to a considered decision, drafts the formal policy language from the board's expression of its intent, oversees the distribution of adopted policy, and keeps the district governance manual up to date. If the board functions as a committee of the whole, all the background material is presented to it for consideration during a work meeting or the regular policy time on the agenda. If the administrator is serving as policy coordinator to a board policy committee, the committee members might go so far as to present a draft policy to the full board for consideration.

In other districts, a board member is appointed policy chairperson. He or she takes responsibility for alerting the board to forthcoming policy topics, gathering relevant policy material, seeking administrative input, and checking with the board attorney for legal advice before drafting a policy to reflect the board's intent.

In either case, the chairperson or coordinator places the policy draft on the agenda for its first reading. If there are any revisions, they are incorporated into the draft before its second reading and adoption. The new or revised policy is then distributed to all manual holders, and the administration formulates regulations to implement it. This general pattern is followed whether a board with an up-to-date manual is dealing with a single policy, or a board with little or no written policy is working on a manual development project.

DEFINING NEEDS: THE POLICY AUDIT AND RESOURCES

Local district governance manuals run the gamut from non-existent to complete and up-to-date. A complete and up-to-date manual:

- Is organized according to a coding index;
- Contains policies in all required areas and in every area of particular interest to the district;
- Is reviewed and revised as necessary in light of the latest legal developments;
- Is reviewed on a regular basis to ensure that the policies are legal and reflect the present intent of the board.

Every board must be constantly aware of the state of its governance manual, should adopt a proper index, and appoint either a policy coordinator from the staff or a policy chairperson from the board.

The Coding Index

The two best known classification systems specifically developed for coding educational policy are the Davies-Brickell (DBA) numerical system and an alphabetic system promulgated by the National School Boards Association and still used by some New Jersey districts.

Both of these systems are organized listings of most of the topics on which a board might need to make a policy statement. They are *not* listings of required policies.

The New Jersey School Boards Association has purchased the New Jersey rights to the DBA numerical system and uses it in all governance manual development projects because it is an open system, easy to use, easy to adapt to individual district needs and easy to refer to. The dual NJSBA/NSBA coding used in this workbook and in all NJSBA policy publications enables those districts still tied to the alphabetic index to use Association policy materials easily. The newly revised and simplified version of the dual index is included in this handbook as an appendix.

The Policy Audit

The first step in diagnosing the state of a district's governance manual is to conduct a policy audit to determine which policies a district *has* and which it needs to develop. Often such audits are initiated by a board member or administrator who is finding existing policy inadequate or contradictory. Sometimes the board itself recognizes the need for a more coherent governance system.

One person must be in charge of the audit—the policy chairperson or the policy coordinator (often the superintendent or board secretary). This person must become familiar with the chosen coding system as a whole, recognizing that many policy topics may be coded in more than one way, and determining *which* way will best suit the needs of the district.

All existing written policies must be coded according to the chosen index. The topics which the board has addressed are then checked off on the index and necessary areas the board has not addressed are identified.

This initial step of the audit should concern itself only with those written documents officially adopted by the board as policy. Consideration will be given later to the relevance of existing policies; conflicts between policies; conflicts between policies and the negotiated agreements; and unadopted policies embodied in past practice and reflected in board meeting minutes, district level regulations, the master plan, annual reports and handbooks and various other documents of the district.

The NJSBA policy index contains more than 500 topics; no board will need or want a policy on every one. A study of the index will show that:

- In some cases a single policy using a major heading can take the place of several or many subsidiary policies. Example: #6145/IGD Extracurricular Activities.
- Use of two separate policies under subsidiary headings will eliminate the need for any policy under the major heading. Example: #6161.1/IIAA-IIAB-IIAC-IIAD-KFA Guidelines for Evaluation and Selection of Instructional Materials and #6161.11 Complaints Regarding Instructional Materials, instead of #6161/IIA Equipment, Books and Materials.
- Other headings serve only as markers for logical grouping, and do not of themselves call for a policy at all. Example: #5140/JEBD-JH-JHFA Student Welfare.
- Some topics simply do not apply to a particular district. Example: Most of the #3541/EE-EEA transporation series would not apply to a district which transports only handicapped students.
- Matters decided in negotiated agreements should not be addressed in policy. They are listed in indices to the agreements and the lists are included in the personnel section (#4000).

The policy audit identifies the areas in which the district does not have policy and may need it. Some districts may only lack a policy here and there. Other districts may find their governance manual out of date or totally inadequate, and will need to make manual development a priority project.

Having completed the first simple audit, the policy coordinator or chairperson must make a plan of action depending on the results. The first thing to be considered is sources of advice, information and help.

There are district resources: staff and equipment for collecting, coding, sorting, and collating sources of policy other than the district manual—board minutes, administrative regulations, negotiated agreements, pupil, teacher, and parent handbooks, etc.

There are state sources: district copies of *N.J.S.A.* 18A and *N.J.A.C.* 6, and the update packets for both, subscriptions to *New Jersey Register* and correspondence from the county superintendent's office.

The NJSBA School Policy Service has developed techniques and accumulated resources that will be invaluable to policy-making boards. Many

of these are sent to the board unsolicited and at no charge.

Policy Portfolio, a monthly publication of the service, contains sample policies, administrative regulations—even exhibits, if they are appropriate—on a particular topic of statewide importance. Many times, local district policies are adapted for inclusion in the *Portfolio*. Mailed directly to the policy chairperson or the board president, and to the school superintendent, *Policy Portfolio* is intended to be filed in the Policy Reference Manual which was sent to every district when the service was inaugurated. As these sample policies accumulate, they provide a core of solid information on policy language and content.

The board policy chairperson and the administration can keep abreast of changes in mandated and recommended policies through "Policy Update" in every issue of *School Leader*. "Update" lists most new or changed administrative code regulations, statutes, and Commissioner and court decisions that require policy consideration. It also includes suggestions for getting the most out of the Policy Service's infinitely expandable numeric coding system and provides samples of policies it would be wise for every district to include in its governance manual. Policies published as samples in "Update" and *Portfolio* are reviewed by both the Legal and Labor Relations staff of the Association, and are within the law as of the date of publication. *New Jersey School Law Decisions Index*, published by NJSBA's Legal Department, is another handy reference tool.

Sample policies from New Jersey school districts on virtually any policy topic are available through the Policy Clearinghouse, another branch of the Policy Service. The Clearinghouse is a major source of not only sample policies *per se*, but of background information useful in policy consideration. Many local New Jersey districts forward copies of their new policies to NJSBA for inclusion in the Clearinghouse.

Policy workshops for which fees are charged are held several times a year, using the framework of current, important, controversial, or complicated topics to demonstrate the general techniques of organizing policy-making efficiently. Working with an action plan format, participants learn techniques of policy development.

The staff of the Policy Service is available for telephone consultation on tough policy problems and can also give limited assistance to a board wishing to tackle its policy manual project without hiring a consultant. In cases where such limited assistance is not sufficient, the Association provides professional policy service to boards at a moderate fee.

GETTING ORGANIZED: THE ACTION PLAN

The board policy person—the person who conducted the audit—is the logical person to recommend an action plan.

The key steps of an action plan are:

- Research all relevant district materials on the topic and identify any legal parameters.
- Review the materials for consistency, legality and relevance to the district's present needs. If district materials are insufficient, employ other resources. Separate policy statements from regulation statements in the materials.
- Draft policy language for the board's public consideration at a first reading. Public comment may or may not be invited. Revise the language to conform to the board's expressed wishes.
- Adopt the policy or policies by at least a majority vote of the full membership of the board at a second reading at a public meeting. Note that "reading" does not mean reading the whole text aloud, but presentation of copies to the board members sufficiently in advance of the public meeting to allow them time for deliberate consideration. The "public" meeting may be the regular board meeting, or a special meeting called for the purpose.

The following sample action plan is for a district which lacks many policies and which is embarking on a manual development project. The policy person in this action plan is a board member. It is essential that the policy person set realistic timelines and require the "project staff" to keep to them. A project that takes more than a calendar year from start to finish usually gets bogged down in changing board membership, changing priorities and the "it's-too-time-consuming" syndrome.

The policy chairperson must perform certain tasks and coordinate others, as indicated in the action plan. When it is stated that the policy chairperson "coordinates" or he/she is not indicated as the responsible individual, particular persons should be named to work on specific tasks with both target and completion dates.

ACTION PLAN

ACTIVITY	DATE: TARGET / COMPLETION	RESPONSIBLE INDIVIDUAL	RESOURCES AND EXPLANATIONS
1. Select coding system.			NJSBA Policy Index
2. Code existing written district policy to policy index (coding system).		Policy chairperson.	Those policies that comprise the district policy manual are numbered "Document #1." (See Activity 9)
3. Label file folders with policy index (code) and title.			One for each policy, pocket file folders are best.
4. Do initial policy audit.			Star (*) each code number on index for which written district policy exists.
5. Report results to board.		Policy chairperson.	
6. Develop ACTION PLAN for Board.		Policy chairperson approval.	
BEGIN PROJECT 7. Identify and assemble resources.		Policy chairperson coordinates.	
A. District			Staff, equipment & supplies
B. State			*N.J.S.A.* 18A (including pocket parts) *N.J.A.C.* 6 (including updates) NJ Register County office memos SDOE guidelines

ACTION PLAN
(continued)

ACTIVITY	DATE		RESPONSIBLE INDIVIDUAL	RESOURCES AND EXPLANATIONS
	TARGET	COMPLETION		
C. NJSBA				NJSBA School Policy Service: Policy Portfolio (Policy Reference Manual) "Policy Update" *(School Leader)* Policy Clearinghouse *New Jersey School Law Decision Index*
8. Identify and assemble all possible sources of district policy other than written district policy.			Policy chairperson coordinates.	Goal and objective statements. Board meeting minutes (3 years). Administrative regulations (rules & procedures). Teacher, student, parent handbooks. Master plan, annual reports. Negotiated agreements w/employee groups.
9. Number each document category.				Existing written policy—"Doc #1" Board meeting minutes—"Doc #2" Negotiated agreement with teachers—"Doc #" (Each negotiated agreement must have its own document number.)
10. Code appropriate statements within documents to policy index (coding			Policy chairperson must code.	Cut, tape, xerox whenever necessary so that only statements that relate to the same policy and have the same index

ACTIVITY	DATE		RESPONSIBLE INDIVIDUAL	RESOURCES AND EXPLANATIONS
	TARGET	COMPLETION		
system). This may be a whole page or only a paragraph. Some statements will be coded to more than one policy index number because they will relate to more than one policy topic. These should be xeroxed after coding in sufficient number to be placed in as many policy topics as they relate to.				code number are on the same piece of paper. One page of "Doc" may contain 5 paragraphs that all relate to different policy topics. Each paragraph should be coded to the appropriate policy topic, cut apart and taped to an 8½" x 11" sheet of paper. Tape as many statements to the 8½" x 11" paper as will fit. They may be from any of the documents except the negotiated agreements, which should be taped on a separate 8½" x 11" paper titled CONTRACTS. Make sure the policy index code number and the document number is on each statement or contract clause.
11. File coded documents having same policy code as written district policy in file folders. (See activity #2, 3.)				
12. Create more folders. Label with policy index code & title.				Make one for each policy represented 8½" x 11" sheets. Do not make duplicate folders of those created for existing written district policy.
13. Interfile all				Pocket file folders are

ACTION PLAN
(continued)

ACTIVITY	DATE		RESPONSIBLE INDIVIDUAL	RESOURCES AND EXPLANATIONS
	TARGET	COMPLETION		
folders in numeric order.				best.
14. Identify priority policies & bylaws. List in policy code order.			Policy chairperson.	Use resource list in activity 7C. Mandated policy topics will be found here. Other priorities will vary from district to district.
15. Audit folders to determine if written policy or document statements exist for identified priorities.				Separate out priority folders. File remaining folders.
16. Create folders for identified priority policy topics for which district has no existing written policy or documents.				
17. Determine order of importance of priority policy development.			Policy chairperson recommends to board.	Based on state mandate and district need.
18. Select top priority policy topic.			Policy chairperson recommends to board.	If district does not have bylaws on adoption of policies and bylaws, this is the absolute priority. (See *N.J.S.A.* 18A:11-1.)

ACTIVITY	DATE		RESPONSIBLE INDIVIDUAL	RESOURCES AND EXPLANATIONS
	TARGET	COMPLETION		
19. A. Review all folder materials for legality, consistency and district philosophy; supplement w/sample policies if necessary.			Policy chairperson coordinates.	Identify and edit out all statements that contradict law or negotiated agreements. Edit out statements that repeat each other. (Resources: see 7B & C.)
B. When there is no material in folder, identify appropriate model material from resources.			Policy chairperson coordinates.	Identify sample policies from Policy Reference Manual or Policy Clearinghouse and place in folders.
20. Draft model policy using individual worksheet for each.			Policy chairperson coordinates.	See p. 40 worksheet. See p. 43 bylaw.
21. Submit draft for administrative and legal review.			Policy chairperson.	Legal review may include consulting the board attorney. Administrative review is coordinated by the superintendent and/or board secretary.
22. Revise draft to incorporate administrative & legal revisions.			Policy chairperson coordinates.	
23. Submit draft for administrative recheck.			Policy chairperson.	

ACTION PLAN
(continued)

ACTIVITY	DATE		RESPONSIBLE INDIVIDUAL	RESOURCES AND EXPLANATIONS
	TARGET	COMPLETION		
24. Schedule preliminary Board review.			Policy chairperson requests.	
25. Incorporate Board suggestions			Policy chairperson coordinates.	
26. Put on agenda for first public reading.			Policy chairperson requests.	
27. Make any necessary revisions.			Policy chairperson coordinates.	
28. Schedule second public reading for adoption.			Policy chairperson requests.	
29. Adoption			Board of Education.	Repeat 26-29 until the policy is adopted, in accordance with bylaw #9311.
30. Print and distribute adopted policies for insertion in copies of governance manual.				Repeat from 18-30 until all necessary policies are in manual.

Developing the governance manual is a time-consuming project. Will the board handle it alone or will outside professional help be employed? Time and budget must be considered. The board must judge the probable drain on district staff resources and board member time and approve the course to be taken.

If the board decides that the action plan for self-development of the manual is truly workable, the project begins. In the earlier discussion of the audit, the point was made that policy is found in many places. A district embarking on a governance manual development project must seek out those sources—minutes, handbooks, master plans—and code them according to the indexing system adopted. The public sees these documents as embodying district policy.

For district staff, negotiated agreements constitute a very special source of adopted policy. All current agreements should be carefully coded to the system, and the resulting policy topics organized into an index for ready reference. Negotiated agreements cannot be changed by policy. The board must know the limits it has placed on its policy-making ability before attempting to formulate policy in an area affected by a negotiated agreement.

At this stage the coder should not be overly concerned about policy versus rules. Only those items which are definitely "how-to" instructions may be eliminated. The coder must look for evidence on how the board has been operating. Each document category must be assigned a number for example: board minutes, document (Doc) #2; teachers' negotiated agreement, Doc #10; etc. The source from which it was taken must be noted on copies of all relevant material.

The material must be coded and assembled in a manner permitting easy review. A cut and tape method, onto 8½ x 11 inch pages, works very well. It is essential, as in the initial simple audit, that a single person do the coding, sorting, collating, and tape-up, because this additional material is collated with whatever written policies the board has. When more than one person works on this stage, the resultant confusion cancels out any gains in time.

When this stage is completed, the result will be a combination of adopted written policy and scattered "unadopted" policy materials. Now each policy folder should be reviewed in detail. Are there contradictions within the policy, or between it and related policy statements? Were these caused by differences of opinion, changes in law, or negotiated agreements entered into after the policy was adopted?

A more elaborate policy audit at this point will help define priorities. The most basic policies are the bylaws on policy formulation, adoption, and amendment (9311/BFB-BFC) and bylaw formulation, adoption, and amendment (9312). Without these the board can do nothing. Anything noted as lacking by monitors from the county superintendents' offices will also be assigned top priority. Any legally mandated policies, noted in past issues of "Policy Update," should be addressed immediately.

The policy person now begins to develop policy drafts following the detailed instructions in the next section. The draft policies must be acted on at public meetings. While policies may be adopted at a first reading, if that is in accordance with bylaw #9311, NJSBA suggests that policy drafts be given a second reading before an adoption vote is taken. However, it is not illegal for a board to adopt policies at the first reading. Policies requiring further research and/or rewriting after the second reading must be worked on until they are adopted.

In a full-scale manual development project, when the priority policies have been adopted, the remaining missing or revised policies may be dealt with section by section and presented in that manner for board approval, thus completing the project as efficiently as possible.

Adopted policies are of little use if they are not printed and distributed properly. They are not to be "buried" in the minutes or filed in a drawer. All pages must be codified, titled, and dated correctly. Governance manuals and individual policies that are adopted should be distributed to each board member, the superintendent and each principal. A board may decide to give a copy to selected administrators and each negotiating group. A public copy must be available in the district office to allow every citizen access to the groundrules by which the district is run. Some districts also make a copy available at the local library.

THE REAL THING: DEVELOPING INDIVIDUAL POLICIES

A good district governance manual is more than the sum of its parts. Each individual policy, while able to stand alone as the board's statement on a single topic, should reflect the same "image" of the district. There should be no inconsistencies, either within individual policies or between various sections of the manual. Each new policy being developed must be considered in its relationship to existing policies.

If in developing individual policies the board uses a uniform approach, this blending will become almost automatic. A policy worksheet is the easiest way to accomplish this. The worksheet acts very much like the note cards used in writing a term paper—references, topics, notes and ideas are written on one sheet to help write the draft and subsequently the final policy.

The policy worksheet should include:

- File and Title—States the assigned code number and title from the index.
- Topic—Identifies the subject, handling only one issue, and states what the district wants done and why. The topic might well be used as a sub-title for the finished policy.

- References—Describes the legal parameters within which the policy must be developed, including cross-references to established district policy. Any conflicts between proposed and existing policy must be identified and reconciled. For example: the board needs a policy to comply with *N.J.S.A.* 26:3D-15 Smoking in Institutions Providing Instruction. The consensus of current board members is that they will permit smoking only in private offices, conference rooms and staff lounges. The policy person must check all existing policies dealing with smoking on school premises adopted before the new legislation. These would include community use of school facilities, student smoking, and smoking by both professional and support staff. Depending on the board consensus at the time each of these policies was adopted, the policy person might discover one statement that prohibits smoking entirely, while others permit smoking in areas in which the new law prohibits it. These policies will have to be amended to conform to the new law and the current board's philosophy. In other cases, the board members may alter their current thinking in the light of the previously adopted related policies of which they were unaware. During research, all possible references are to be noted in this section including related provisions of current negotiated agreements.
- Key Phrases—State board philosophy, what the policy is to accomplish, and any limitations or guidelines. Input from board members should be sought.
- Review Dates—Documents progress of the policy through various stages of development, including administrative review, committee review, first reading, etc.
- Adoption—Records date of final board action. Usually policies are adopted on the second reading, the second time the policy is considered at a public meeting. At the end of debate a motion is made to adopt the policy. The board's policy on policy adoptions should provide for repeated consideration, and revision of the draft policy until it is adopted.

The policy worksheet sample on page 40 demonstrates these points. The policy developed from this worksheet appears later in the chapter.

FILE CODE: 9311/BFB-BFC

POLICY DEVELOPMENT WORKSHEET

TOPIC The formulation, adoption and amendment of board of education policy

REFERENCES -Legal- *N.J.S.A.* 18A:11-1 General Mandatory Powers and Duties of the Board; *N.J.S.A.* 18A:17-20 General Powers and Duties of Superintendent

-Cross- #9310 through #9314 Governance Manual; #9320 through #9326 Meetings

KEY PHRASES Board of Education official policy-making body of school district.
Board's most important function to establish long-range policies that provide a T&E education.
Must consider will and needs of community.
Policy may be adopted only after discussion at two public meetings.
If not adopted at 2nd reading, should remain a continuing agenda item until adopted by majority vote of full board.
Copy of drafts to be included in minutes of meetings at which discussed.

Superintendent to: be policy coordinator; develop procedures to implement policy; identify problems between proposed and existing policies; be empowered to decide matters where no specific provision is made in adopted policy but this action does not constitute official policy and must be presented to board at next meeting; consult the board attorney.

Procedures for policy development and adoption must: conform to district's agenda, meetings and voting bylaws; provide a means for the school community to propose additions and amendments for board consideration; provide for dissemination of policies to staff, students and community; and provide for public inspection of the entire governance manual.

The board will annually adopt the governance manual at the ogranization meeting.

COMMITTEE REVIEW _____ **FINAL WRITE-UP** _____
FIRST READING _____ **SECOND READING** _____
ADOPTION _____

The standard policy format follows a logical outline, and makes the drafting process almost like a "fill-in-the-blanks" exercise. For example:

District Name_____ **Code#**_____

Address_____

Title: _____ (From Index—may be expanded with sub-title)

Body:
I: What, in general, the district wants done and why.
II: What, particularly, must be done, and who is to direct development of the details.
III: Any limitations or guidelines not expressed in Paragraph II. The writer must stick to policy and avoid getting into regulations.
IV: If applicable, provide for review of results of policy, evaluation of efficiency.

Date: Date adopted by board

Legal References:

Provided by completed worksheet

Cross References:

How long should a policy be? Long enough to express the board's intent in the matter. Policy length varies greatly. Some policies consist of six sentences and others of six pages. The board's needs will determine the length of the policy. In drafting the policy, the writer should:

- Use clear, simple language—no frills
- Avoid unneeded words
- Use active verbs
- Write to express, not to impress
- Keep sentences short

The following list of questions may help develop a standard for critical review of policy drafts:

- Is the board's intent clear?
- Is this a realistic statement within the board's philosophy, goals, objectives and financial means?
- Is direction given for development of rules and regulations?
- Is the statement properly within the scope of the board's authority?
- Are the legal citations complete and up-to-date?
- Are the cross references an aid to manual use? Are there too many? Too few?
- Is this really policy, or is it regulation?

Now is the appropriate time to consider policy versus administrative regulation (rules and procedures). In general, the board states what and why, the superintendent or board secretary decides how. However, there is a gray area in which policy-making ends and rule development begins. The line separating policy and administrative regulation is not like the Equator, unseen but agreed upon.

Sometimes policy can be very specific and regulations very philosophical; sometimes the two seem to merge and become one. The gray area expands or contracts by district. What may appear to be the board's policy-making prerogative in district A may be left strictly to the administration in district B. For example, what is the maximum length of the ride for a student being bused?

The single standard that should prevail without exception in any policy versus regulation decision is: The administration should never unilaterally prescribe what is to be done or why. A superintendent or board secretary may recommend policy to the board, and a board will frequently seek their opinion in formulating policy, but the administration must be careful not to originate or publish policy statements without board approval. If the superintendent of the school district originates policy, he/she may be committing the board to a course of action which does not represent the board's view, and a course of which the board may be totally unaware. On the other hand, the board must allow the superintendent to do his/her job. The superintendent is a highly paid expert. To make him/her a cipher is to waste the resources of the district.

On the next page is policy language developed from the sample worksheet on page 40.

School District Name & Address SAMPLE BYLAW	FILE CODE: 9311/BFB-BFC

POLICY FORMULATION, ADOPTION, AND AMENDMENT

The Board of Education recognizes that its most important function is the establishment of long-range policies for the public schools of this district. The Board acknowledges that these policies must be directed to providing a thorough and efficient education for its students, and must also reflect mature consideration of the will and needs of the community.

In order to ensure that policy adopted by the Board is timely, legal, consistent, and in the public interest, the Board appoints the Superintendent of Schools as policy coordinator. He/she shall consult the Board Attorney whenever necessary in drafting or revising policies.

The Superintendent shall establish procedures to implement this policy.

These procedures shall conform in all respects to the bylaws of the Board concerning agenda, meetings, and voting. The procedures shall provide a means whereby all interested parties in the school community may submit proposals for additions and amendments to the school district governance manual, and may contribute opinions and information for the Board's consideration. Further, the procedures shall include dissemination of policies to staff, students and the community and provision for public inspection of the district governance manual at the Board office.

The Superintendent shall ascertain any conflicts between proposed and existing policies and bring them to the attention of the Board at the first reading of the draft.

No policy shall be adopted by the Board until it has been discussed at two public meetings. If the policy is not adopted at this second reading, revisions shall again be made and a new draft presented as soon as possible. The policy shall be considered a continuing agenda item until adoption. The proposed policy shall be included in the minutes of the meetings at which it is read and at which it is adopted. A majority vote of the full membership of the Board is required for adoption.

In the interest of efficient administration, the Superintendent shall have the power to decide all matters of detail that may arise for which no specific provision is made in the policies adopted by the Board, but no emergency action shall constitute official Board policy. The Superintendent shall present the matter at the next Board meeting, so the Board can consider policy to deal with that situation in the future.

The Board reserves to itself the final determination of what shall be the official policy of the school district. The Board shall adopt the governance manual containing policies annually at the organization meeting.

Date:

Legal References:	*N.J.S.A.* 18A:11-1	General Mandatory Powers and Duties of the Board
	N.J.S.A. 18A:17-20	General Powers and Duties of Superintendent
Cross References:	9310 through 9314	Governance Manual
	9320 through 9326	Meetings

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MAKING IT COUNT

If a school board and its staff go through a massive policy audit, successfully meet their action plans, distribute a comprehensive governance manual, and then sit back and say, "Now, we've done that, let's go on to something else," they've wasted a lot of time and effort. If there is one sure thing in school district governance, it is that there will be a new demand tomorrow, or a change in some of the demands made yesterday. Policy consideration must have a regular spot on the agenda. The time must *always* be used, either for review of existing or presentation of new policies.

Boards should draw on the experience gained in developing the governance manual and even before its adoption begin to make plans for its maintenance by creating a manual maintenance policy governing:

- Review of the whole governance manual on a timely basis;
- Review of individual policies in response to change in law, board philosophy or circumstance;
- Assurance that all copies of the manual are kept up-to-date.

A review of the whole governance manual on a timely basis will ensure that all policies are still a clear expression of the board's intent on a matter. Does the district operate the same way it did two years ago? If things are being done other than as a policy directs, either the policy or the practice is out of line. The policy coordinator should perform a policy audit of various sections according to plan, evaluate each policy, and then present policies that apparently need revision to the board for reconsideration.

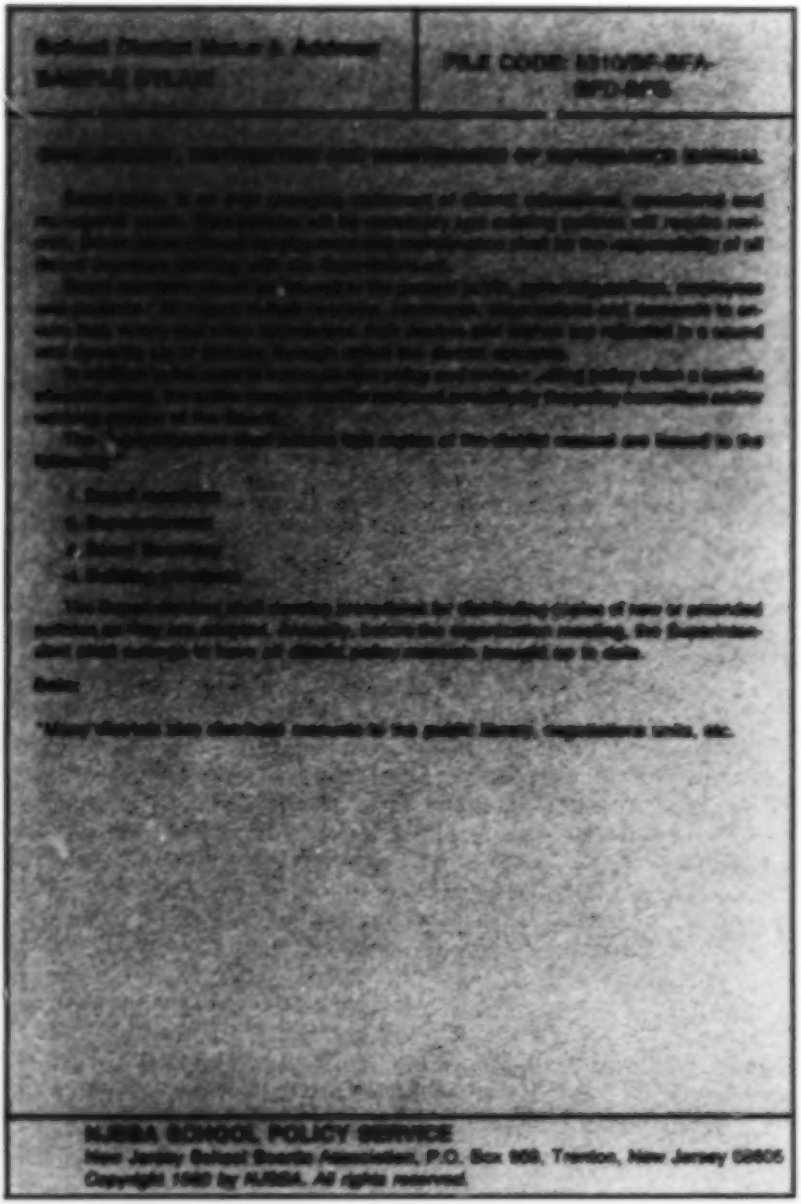
Individual policies should be reviewed in the light of new legislation and administrative code, court and Commissioner decisions and changes in the community which might necessitate revisions of existing policies or formulation of new ones. Should review of an existing policy reveal that no changes must or should be made, the board should either readopt the policy or in some other way indicate that the policy was reviewed. New legal references should be added. The policy coordinator should have access to all possible resources. Two particularly valuable and reliable sources of information are NJSBA's *Policy Portfolio* and "Policy Update," described earlier in this chapter.

All copies of the manual must be kept up-to-date. Whenever new policies are added, or changes are made in existing policies, the coordinator must send duplicate copies of the new page(s) to all manual holders. Once a year, after school elections or appointments, all copies of the manual must be called in and checked to ensure that the correct policies are included.

If a totally new manual is adopted and released, all old copies must be collected and *destroyed*, except for a record copy. A board has the right and obligation to change policy to reflect new needs. It must be done *for-*

mally or there will be doubt and possible litigation.

Two of the many approaches to establishing regular governance manual maintenance are illustrated on the following pages.



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School District Name & Address SAMPLE BYLAW	FILE CODE: 9310/BF-BFA- BFD-BFG

DEVELOPMENT, DISTRIBUTION AND MAINTENANCE OF GOVERNANCE MANUAL
(Continuing Review of Board Policies)

In formulating any policy, the _____ Board of Education has pledged to consider the will and needs of the community within the parameters of New Jersey law. The passage of time and changing circumstances may alter the community's point of view. Changes in the law may alter what is allowable or what is required.

Therefore:

1. The Board directs the Superintendent to develop procedures for continuous orderly review of the policies in the Board governance manual during the time provided for "policy" on the agenda of the regular Board meeting. Each policy shall be reviewed at least once every three years and any necessary revisions shall be made in conformity with Board policy. If the terms of the policy have not been affected by changes in law, and the policy still reflects the intent of the Board in the matter, then the policy shall be officially readopted as of that date.
2. Further, the Board directs the Superintendent, in cooperation with the Board Secretary, to keep abreast of new legislation and State Board of Education rules and regulations and to present to the Board recommendations for policy action to keep the district in compliance. The Board directs the Superintendent to review the rules and regulations implementing any amended or altered policy to ensure that they conform to the intent of the policy as amended or changed.
3. It shall be the responsibility of the Board Secretary to arrange distribution of copies of all new and reviewed policies to all manual holders, and to arrange for annual monitoring of all manuals.

Date:

Cross References: 9311/BFB-BFC Formulation, Adoption and Amendment of Policy
9314/BFF Suspension of Policies, Bylaws and Regulations

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Manual maintenance is a very clerical task. A formal action plan need not be developed, but a policy review checklist will ensure that a proper record is kept and that all pertinent resources have been used. It would also be of great help to the policy chairperson in giving a monthly report at board meetings. The following monthly checklist might be adopted for any board.

GOVERNANCE MANUAL MAINTENANCE CHECK LIST

Board Meeting Date_____

I. Individual Policies Reviewed

Source of Information

Board Minutes_____
District Reports_____
Negotiated Agreements_____
Policy Update_____
Policy Portfolio_____

Policies Reviewed (list code # and title)	**Action Taken** (readopted, revised, new policy developed, corrected index of negotiated agreements)

II. Regular Maintenance Review

Policies Reviewed	**Action Taken**

(Regular maintenance must provide for the review of the entire manual within a given length of time. NJSBA recommends three years as the outside limit.)

Staff, students and community rely on the board to act judiciously. Sound policies, carefully developed and consistently applied, help the board achieve this goal. They are guides to decision-making. Their purpose is to define the area within which a decision should be made, and then to guarantee that the decision made will be in line with the law and the board's overall plans and goals. With this assurance, repetitious, time consuming discussions may be avoided. The board's policy on key issues will be clear.

Governance manual development, revision and maintenance is a major task and not to be undertaken lightly. Board members and administrators must be prepared to devote substantial amounts of time to it on a regular basis. Successful boards meet this challenge and by doing so provide the community with a clear picture of the means by which a thorough and efficient system of education is to be provided for its children.

APPENDIX
NJSBA Codification System

The NJSBA Codification System is divided into eight sections, each with its own index, identifying number and descriptive title as follows:

1000 Community Relations
2000 Educational Administration
3000 Business and Non-instructional Operations
4000 Instructional and Support Personnel
5000 Students
6000 Instruction
7000 Construction, Remodeling and Renovation
9000 Bylaws of the Board

Each index follows an outline format listing major policy topics first, followed by specific subject content. On the left, the numbers and letters organize the listed topics. On the right are the codings assigned by both the numerical and alphabetical systems in common use in New Jersey.

An explanation of the notes included in this printing is as follows:

- ESTABLISHES CATEGORY designates a code that need not be represented if the subject matter is addressed sufficiently in the number sequence immediately following it.
- (Notes enclosed in parentheses) is information to guide users in placement of subject matter.
- X denotes cross reference to a closely related policy.
- -contract code- is noted mainly in the Personnel section—the 4000 series—and indicates that this topic is most generally found in negotiated agreements.
- (regulations) indicates a policy topic for which the district's administrative regulations are on the policy level.
- * denotes the possibility of identical language for 4100 certified (instructional) personnel and 4200 noncertified (support) personnel.

SERIES 1000 COMMUNITY RELATIONS	NJSBA	EPS
O. Concept & Roles in Community Relations	1000	
A. Goals & Objectives	1010	KA-KAA
1. Communication with the Public	1100	KB-KBA
A. Media	1110	
1. School News Releases x2232 x9020 x9110	1112.2	BDDJ
2. News Conferences & Interviews	1112.3	KBCB
3. Sports & Special Events	1112.4	KBCE
B. Board of Education Meetings	1120	BDDH-KD
C. School Meetings	1130	
D. Use of Students (sending materials home by hand) x5145.5	1140	KBF
2. Participation by the Public ESTABLISHES CATEGORY	1200	
A. Community Organizations—Booster Clubs	1210	KM-KMA thru KMG
B. Citizens' Ad Hoc Advisory Committees x9130	1220	BCF-JJCC
C. Other School-connected Organizations—PTA, PTO	1230	
D. Visits to the Schools	1250	INH-KK-LJ
1. Loitering or Causing Disturbance	1251	INH-KGB
3. Public Activities Involving Staff, Students or School Facilities ESTABLISHES CATEGORY	1300	
A. Relations between Public & School Personnel	1310	
1. Public Complaints & Inquires (including parent)	1312	KL-KLA-KLB-KLC
2. Gifts to School Personnel x5133	1313	GBI
3. Soliciting Funds from & by School Personnel (sunshine funds)	1314	GBI-GBJ-KI
4. Distribution of Materials to School Personnel	1315	KJ
B. Relations between Public & Students ESTABLISHES CATEGORY x6145.4	1320	
1. Contests for Students	1322	IGDH
C. Use of School Facilities x3515 -contract code-	1330	KG-KGA-KGB-KGC-KM

4. Relations Between Other Governmental Agencies & the Schools			
ESTABLISHES CATEGORY		1400	KN
A. Local Unit		1410	KNA-KNAA thru KNAO
B. County & Intermediate Units		1420	KNB-LF
C. State & National Units		1430	
5. Relations Between Area, County, State, Regional & National Associations & the Schools x9340		1500	
6. Relations Between Other Educational Organizations Including Non-public & the Schools (philosophical statement)		1600	BJA-LA-LAA

SERIES 2000	**EDUCATIONAL ADMINISTRATION**	**NJSBA**	**EPS**
0. Concept & Roles in Administration (superintendent—board relations)		2000	BCD-CH
A. Goals & Objectives (management procedures)		2010	CA-CAA
1. Administrative Staff Organization ESTABLISHES CATEGORY		2100	CC
A. Organization Chart(s) (include actual chart)		2120	CCA
1. Line of Responsibility (unit/dual) x3000 x9000		2121	CCB
B. Job Descriptions & Evaluations of Administrators in General (including principal)		2130	CD
1. Compensation & Related Benefits -contract code-		2130.1	
C. Superintendent of Schools/ Administrative Principal Job Descriptions & Evaluations		2131	CB-CBA-CBB-CBC-CBD-CBE-CBF-CBG-CBH-CBHA
1. Staff		2131.1	
2. Secretary		2131.11	
3. Compensation & Related Benefits -contract code-		2131.2	
2. Administrative Operations ESTABLISHES CATEGORY		2200	

A. Administrative Leeway in Absence of Board Policy ..... 2210 BFE-CHD

B. Representative & Deliberative Groups ..... 2220 CE

1. Affirmative Action Committee..... 2224

C. Control & Communication Channels & Systems ..... 2230 BFA-BFD-BFGA-CHC

1. House Organs, Manuals, Directives, Bulletins, Announcements, Reports x3570 ..... 2232 CHCA-CL

a. School District Annual Report x3570 ..... 2232.1 CM

b. Printing of Negotiated Agreements -contract code-..... 2233

D. Research, Evaluation & Planning (master plan)..... 2240

E. Action Planning for T&E Classification Deficiencies 2255

3. Administrator's Code of Ethics..... 2300

4. Evaluation of Educational Administration x2131 x4116..... 2400 AFB

SERIES 3000	BUSINESS & NON-INSTRUCTIONAL OPERATIONS	NJSBA	EPS

O. Concept & Roles in Business & Non-instructional Operations (school business official)..... 3000

A. Goals & Objectives..... 3010 DA-DAA-EA-EAA

1. Budget Planning, Preparation & Adoption..... 3100 DB-DBA

A. Official Adoption by Voters/Board of School Estimate..... 3150

1. Appeals..... 3151

B. Transfer of Funds between Categories/Amendments/Purchases Not Budgeted ..... 3160 DBK

C. Budget Administration ..... 3170 DBJ

2. Income ESTABLISHES CATEGORY (philosophy)..... 3200 DE

A.	Local Funds	3210	DC-DEA
B.	State Funds x1430	3220	DD-DEB
C.	Federal Funds x1430	3230	DD-DEC
D.	Tuition Fees x5118	3240	
E.	Materials/Services, Fees, Fines, Charges (regulations, gate receipts) x6161.2	3250	DFG-IGDE-JN
F.	Sale & Disposal of Books, Equipment & Supplies	3260	DN
G.	Sale, Licensing & Rental of Property	3270	DFB-DFD-DN
H.	Gifts, Grants & Bequests (not state or federal funds)	3280	DFC-KH
I.	Funds Management/Investing	3290	
J.	Depository	3293	DG
K.	Signature/Facsimiles	3293.1	DGA-DGB

3. Expenditures/Expending Authority

	ESTABLISHES CATEGORY	3300	DJA
A.	Purchasing Procedures (affirmative action) (non-food) x3542.44	3320	DFJ
	1. Soliciting Prices/Bids & Quotations	3323	DJC
	a. State Contract/Cooperative Purchasing	3323.1	DJE
	2. Contracts	3324.1	
	3. Payment for Goods & Services	3326	DK
	a. Payroll Procedures (regulations) x4142/4242	3326.1	DL
	4. Relations with Vendors	3327	DJG
B.	Tuition	3350	
C.	Rental/Long-term Leasing	3360	

4. Accounts

	ESTABLISHES CATEGORY	3400	
A.	Inventories	3440	DID
B.	Money in School Buildings	3450	DM
	1. Petty Cash Funds	3451	DJB
	2. School Activity Funds	3453	DFE-DFEA

5. Non-instructional Operations

	ESTABLISHES CATEGORY	3500	
A.	Energy (audit & conservation effort)	3500.1	
B.	Operation & Maintenance of Plant (regulations) x3516 x7000 series	3510	EC-ECB-ECC

	1. Equipment (includes instructional equipment)	3514	EB
	2. Facilities Use (no smoking—basic statement) x1330	3515	EDC
	a. Telephone	3515.1	
	b. Parking	3515.2	ECD
	3. Safety (regulations) x3510 x5142 x6142.5	3516	EB
	4. Security	3517	ECA
C.	Insurance Management	3530	
	1. Employee/Officer Bonds	3533	DH
D.	Transportation ESTABLISHES CATEGORY	3541	EE-EEA
	1. Routes & Services (includes mileage, walkers, riders)	3541.1	EEAA-EEAB-EEAD
	2. Senior & Handicapped Citizens	3541.3	EEAD
	3. Privately Owned Vehicles	3541.31	
	4. District-owned Vehicles	3541.32	
	5. Procedures for Emergencies; Safety (regulations)	3541.33	EEAC
E.	Food Service ESTABLISHES CATEGORY	3542	EF
	1. Free or Reduced-priced Lunches	3542.31	EFB
	2. Purchasing	3542.44	EFA
	3. Vending Machines	3542.45	EFC
F.	Office Services ESTABLISHES CATEGORY	3543	EG
	1. Data Processing	3543.1	EGA
	2. Mail & Delivery -contract code-	3543.11	EGAB
	3. Word Processing	3543.2	EGB
G.	Debt Service	3550	
H.	Capital Outlay	3560	
I.	District Records & Reports x4112.6-4212.6 x5125 x9326	3570	
	1. Financial Reports	3571	
	a. Treasurer's Reports	3571.1	
	b. Budget & Expense Report	3571.2	
	c. Annual Financial Statement	3571.3	
	d. Audit	3571.4	
	(1) Child Nutrition Audit	3571.41	
J.	Evaluation of Business & Non-instructional Operations	3600	AFF-EJ

SERIES 4000 INSTRUCTIONAL AND SUPPORT PERSONNEL	NJSBA	EPS
0. Concept & Roles in Personnel	4000	BG-GBD
A. Goals & Objectives	4010	GA-GAA
1. Certified Personnel		
ESTABLISHES CATEGORY	4100	GC-GCA
A. Tenure	4110	GCG
B. Recruitment, Selection & Hiring	4111	GCC-GCCA-GCD
1. Affirmative Action	*4111.1	GBA
2. Contract (not the negotiated agreement)	*4112.1	
3. Certification	4112.2	GCD
4. Oaths	4112.3	
5. Health Examinations	*4112.4	GBE
6. Security/Credit Check	4112.5	
7. Personnel Records	*4112.6	GBL
8. Orientation	4112.7	GCF
9. Nepotism; Husband/Wife Employment	*4112.8	
10. Assignment	4113	GCI
a. Load/Scheduling/Hours of Employment	4113.1	GCJ-GCK-GCKA
b. Promotion/Demotion	4113.2	GCO
11. Transfer	4114	GCI
12. Supervision	4115	AFC-GCM-GCN
13. Evaluation	4116	GCG
a. Non-tenured	4116.1	GCG-GCN
b. Tenured	4116.2	GCN
14. Separation x4117.52	4117	GCP
a. Retirement	4117.2	GCPC
b. Resignation	4117.3	GCPB
c. Personnel Reduction/ Abolishing a Position	4117.4	GCPA
(1) Non-renewal	4117.41	
(2) Seniority	4117.42	GCH
15. Disciplinary Action	4117.5	GDPC
a. Withholding Increment	4117.51	
b. Dismissal/Suspension x4117	4117.52	GDPD
C. Rights	4118	
1. Nondiscrimination	*4118.11	
a. Grievance Procedure - Title IX	*4118.111	
2. Freedom of Speech	*4118.12	

3. Grievance Not Covered by Contract *4118.3
4. Academic Freedom 4118.4

D. Responsibilities 4119.2
1. Conflict of Interest ..... 4119.21 GBCA
2. Code of Ethics ..... 4119.22 GBC
3. Conduct & Dress ..... 4119.23 GBCB
4. Smoking, Drinking & Use of Drugs on School Premises ..... 4119.23 GBK
5. Staff/Student Relations ..... *4119.24 GBH-JM
a. Giving Gifts to Students 4119.25
6. Duties (includes only general job description) ..... 4119.3 GCA

E. Certified Position Titles ESTABLISHES CATEGORY ..... 4120 GCA
1. Substitute Teachers ..... 4121 GCEA
2. Student Teachers/Interns ..... 4122 GJ-LEA
3. Nurse 4123
4. Supplemental Teachers 4124
5. Librarian/Media Specialist 4125

F. Activities ESTABLISHES CATEGORY 4130
1. Staff Development ..... 4131 GCL
2. In-service Education/Visitations/ Conferences (NJEA) ..... *4131.1 GCL-GCLA-GCOD
3. Contributions to Fields of Education 4131.2
4. Independent Study (includes tuition reimbursement) ..... 4131.3 GCL
5. Publication or Creation of Materials ..... 4132 GCQB
6. Travel/Reimbursement ..... 4133 GLC

G. Bargaining Units (right to organize) ..... *4135 GCQD
1. Agreements -contract code- 4135.1
a. Recognition -contract code- 4135.11
b. Personnel Covered -contract code- 4135.12
c. Board/District Rights -contract code- 4135.13
d. Association Rights (includes representation fee) -contract code- 4135.14
e. Saving Clause -contract code- 4135.15
f. Work Stoppages/Strikes -contract code- 4135.16

2. Communications/Contact -contract code- 4135.2
3. Negotiations/Consultation -contract code- ..... 4135.3 HA-HP
4. Grievances/Complaints -contract code- ..... 4135.4 GBM
5. Meetings/Committees 4136
6. Soliciting & Selling 4137
7. Non-school Employment ..... 4138 GCQA
   a. Consulting ..... 4138.1 GCQAA
   b. Tutoring ..... 4138.2 GCPAB
8. Advisory Committees to the Board x9130 4139

H. Compensation & Related Benefits ..... 4140 GCB
1. Salary Guides ..... *4141 GCBA-GCBAA
2. Salary Checks & Deductions ..... *4142 DLA-DLB
3. Extra Pay for Extra Work ..... 4143 GCBB
4. Insurance *4144
5. Retirement Compensation (unused sick leave) -contract code- ..... 4145 GCBC
   a. Tax-sheltered Annuities *4145.1
6. Employment Related Accomodations (blood bank) *4146
   a. Credit Union *4146.1
   b. Employee Amenities *4146.2
   c. Protective Clothing/Devices 4146.3
7. Employee Safety ..... *4147 GBE
8. Employee Protection (physical or psychological abuse) *4148

I. Leaves (granted & unauthorized) ..... *4150 GDBD
1. Attendance Patterns (tardiness) -contract code- *4151
2. Personal Illness & Injury/Health & Hardship -contract code- ..... 4151.1 GCBD
3. Family Illness/Quarantine -contract code- 4151.2
4. Bereavement -contract code- 4151.3
5. Professional Purposes -contract code- 4151.4
6. Legal & Civic Duties -contract code- 4151.5
7. Religious Observance 4151.6
8. Emergency/Personal -contract code- 4151.7

9. Association -contract code- 4151.8
10. Military -contract code- 4151.9
11. Maternity/Adoptive/Child Care -contract code- ..... 4151.10 GCBD
12. Political -contract code- 4151.11
13. Sabbatical -contract code- 4151.12

J. Vacations/Holidays ..... 4152 GCBE

2. Classified Personnel

ESTABLISHES CATEGORY ..... 4200 GD-GDA

A. Tenure ..... 4210 GDG

B. Recruitment, Selection & Hiring ..... 4211 GDC-GDCA-GDD

1. Affirmative Action ..... *4211.1 GBA
2. Contract (not the negotiated agreement) ..... 4212.1 GDB
3. Certification or Licensing 4212.2
4. Oaths 4212.3
5. Health Examinations ..... *4212.4 GBE
6. Security/Credit Check 4212.5
7. Personnel Records ..... *4212.6 GBL
8. Orientation ..... 4212.7 GFD
9. Nepotism; Husband/Wife Employment *4212.8
10. Assignment ..... 4213 GDI
    a. Load/Scheduling/Hours of Employment ..... 4213.1 GDJ-GDK-GDKA
    b. Promotion/Demotion ..... 4213.2 GDO
11. Transfer ..... 4214 GDI
12. Supervision ..... 4215 GDM
13. Evaluation ..... 4216 AFD-GDN
14. Separation x4217.52 ..... 4217 GDP
    a. Retirement ..... 4217.1 GDPC
    b. Resignation ..... 4217.3 GDPB
    c. Layoff/Rehire ..... 4217.4 GDPA
    d. Probationary/Continuing Contract Status ..... 4217.41 GDG
    e. Seniority ..... 4217.42 GDH
15. Disciplinary Action ..... 4217.5 GDPC
    a. Withholding Increment 4217.51
    b. Dismissal/Suspension x4217 ..... 4217.52 GDPD

C. Rights 4218.1

1. Nondiscrimination *4218.11
    a. Grievance Procedure - Title IX *4218.111
2. Freedom of Speech *4218.12

3. Grievances Not Covered by Contract *4218.13
D. Responsibilities 4219.2
1. Conflict of Interest 4219.21
2. Code of Ethics 4219.22
3. Conduct & Dress ..... 4219.23 GBCB
4. Smoking, Drinking & Use of Drugs on School Premises *4219.231
5. Staff/Student Relations ..... *4219.24 GBH-JM
6. Duties ..... 4219.3 DGA
E. Temporary & Part-time Personnel/Titles ..... 4220 GDE
1. Substitutes ..... 4221 GDEA
2. Non-instructional Aides x6162.4 4222
F. Activities
ESTABLISHES CATEGORY 4230
1. Staff Development (includes tuition reimbursement) ..... 4231 GDL
2. Visitations/Conferences ..... *4231.1 GDLA
3. Publication or Creation of Materials 4232
4. Reimbursement: Travel/Tuition 4233
G. Bargaining Units (right to organize) *4235
1. Agreements -contract code- 4235.1
a. Recognition -contract code- 4235.11
b. Personnel Covered -contract code- 4235.12
c. Board/District Rights -contract code- 4235.13
d. Association Rights (includes representation fee) -contract code- 4235.14
e. Saving Clause -contract code- 4235.15
f. Work Stoppages/Strikes -contract code- 4235.16
2. Communications/Contacts -contract code- 4235.2
3. Negotiations/Consultation -contract code- ..... 4235.3 HA-HP
4. Grievances/Complaints -contract code- 4235.4
5. Meetings ..... 4236 GDKB
6. Soliciting & Selling 4237
7. Non-school Employment ..... 4238 GDQA

H.	Compensation & Related Benefits	4240	GDBC
	1. Salary Guides	*4241	GDBA-GDBAA
	2. Salary Checks & Deductions	*4242	DLA-DLB
	3. Overtime Pay	4243	GDBB-GDKA
	4. Insurance/Worker Compensation	4244	EEBE-GDBC
	5. Retirement Compensation (unused sick leave) -contract code-	4245	GDBC
	a. Tax-sheltered Annuities	*4245.1	
	6. Employment Related Accommodations (blood bank)	*4246	
	a. Credit Union	*4246.1	
	b. Employee Amenities	*4246.2	
	c. Protective/Clothing Devices/ Uniforms	4246.3	
	7. Employee Safety	*4247	GBE
	8. Employee Protection	*4248	GBEA
I.	Leaves (granted & unauthorized)	*4250	GDBD
	1. Attendance Patterns (tardiness) -contract code-	*4251	
	2. Personal Illness & Injury/Health & Hardship -contract code-	4251.1	GDBD
	3. Family Illness/Quarantine -contract code-	4251.2	
	4. Bereavement -contract code-	4251.3	
	5. Occupational Purposes -contract code-	4251.4	
	6. Legal & Civic Duties -contract code-	4251.5	
	7. Religious Observance	4251.6	
	8. Emergency/Personal -contract code-	4251.7	
	9. Association -contract code-	4251.8	
	10. Military -contract code-	4251.9	
	11. Maternity/Adoptive/Child Care -contract code-	4251.10	
	12. Political -contract code-	4251.11	
J.	Vacations/Holidays	4252	GDBE

SERIES 5000 STUDENTS	NJSBA	EPS
O. Concept & Roles in Student Personnel	5000	
A. Personal Goals & Objectives for Students	5010	JA-JAA
B. Role of Parents/Guardians	5020	

1. Attendance

ESTABLISHES CATEGORY	5110	JE
A. Admission (includes date of birth/affidavit)	5111	JEC-JECA
B. Ages of Attendance	5112	JEA-JEB
C. Absences & Excuses (released time) x5123 x6146	5113	JED-JEDA
D. Suspension & Expulsion/Student Due Process	5114	JGD-JGE
E. Attendance Records; Registers	5115	JEE
F. School Census	5116	JD
G. School Attendance Areas	5117	JC
H. Non-residents x3240	5118	JECB-JECBA-JECBB
I. Transfers; Withdrawals	5119	JECE

2. Progress

ESTABLISHES CATEGORY	5120	IK
A. Needs Assessment of Individual Pupils x6147	5120.1	
B. Examination/Grading/Rating/Testing x6146 x6147	5121	IKAA
C. Acceleration	5122	JECC-JECD
D. Promotion/Retention x5113 x6147	5123	IKE-IKEB
E. Reporting to Parents/Guardians	5124	IKAB-IKAC-IKAD
F. Student Records	5125	ILC-JO
G. Awards for Achievement	5126	IKC-IKD-JI
H. Graduation Procedures & Ceremonies	5127	INFB

3. Activities

ESTABLISHES CATEGORY	5130	
A. Conduct (includes student code as exhibit)	5131	JFC
1. Bus Conduct	5131.1	EEACC-JFCC
2. Classrooms, Hall & Grounds Conduct (includes lunchroom)	5131.2	
3. Student Vehicles	5131.3	JHFC-JHFD
4. Campus Disturbances	5131.4	JFI
5. Vandalism/Violence	5131.5	JFCB
6. Drugs, Alcohol, Tobacco x5141.5 x6142.7	5131.6	JFCG-JFCH-JFCI
7. Weapons & Dangerous Instruments	5131.7	JFCJ

8. Gambling 5131.8

B. Dress & Grooming ..... 5132 JFCA

C. Gifts to School Personnel x1313 5133

D. Married/Pregnant Students ..... 5134 JFE-JFF

E. Part-time Employment 5135

F. Student Fund-raising Activities ..... 5136 IGDF

4. Welfare

ESTABLISHES CATEGORY ..... 5140 JEBD-JH-JHFA

A. Health (includes classroom hygiene rules) ..... 5141 JHC

1. Accidents 5141.1
2. Illness ..... 5141.2 JHCC
   a. Administering Medication ..... 5141.21 JHCD
3. Health Examination & Immunizations (regulations) x6145.2 ..... 5141.3 JHCA-JHCB
4. Child Abuse & Neglect ..... 5141.4 JH
5. Therapeutic Programs for Student Users of Drugs & Alcohol x5131.6 x6142.7 ..... 5141.5

B. Safety: Personal & Possessions (general welfare in all respects including shop safety programs) x3516 x6142.12 x6142.5 ..... 5142 JH-JEDB-JHF-JHFA

1. Safety Patrols ..... 5142.1 JHFB
2. Insurance ..... 5143 EEAF-JHA
3. Discipline/Punishment ..... 5144 JG-JGA-JGB-JGC

C. Rights ..... 5145 JF

1. Questioning & Apprehension ..... 5145.11 JFG
2. Search & Seizure (includes lockers) ... 5145.12 JFG
3. Freedom of Speech/Expression 5145.2
4. Freedom of Assembly 5145.3
5. Nondiscrimination/Equal Educational Opportunity (Title IX) x6121 ..... 5145.4 JB
   a. School Symbols 5145.41
6. Exploitation (photographing) x1140 ..... 5145.5
7. Student Grievance Procedure (includes parent/guardian grievances) x1312 ..... 5145.6 JFH

5. Non-public-school Pupils ..... 5200 JP

SERIES 6000 INSTRUCTION	NJSBA	EPS
O. Concept & Roles in Instruction	6000	
A. Goals & Objectives	6010	IA-IAA
B. Thorough & Efficient	6011	
1. Elementary & Secondary ESTABLISHES CATEGORY	6100	
A. School Calendar	6111	IC-ICA-ICB
B. School Day	6112	ID-IHC
C. Emergencies & Disaster Preparedness (includes fire, civil defense, bomb threats, natural disasters & emergencies, civil disorder, inclement weather/ smog/emergency closings)	6114	EBC
D. Ceremonies & Observances	6115	IND-INDA-INDB
E. Affirmative Action x5145.4	6121	JB
F. Articulation	6122	
G. Organizational Plan	6130	IE
H. Curriculum Adoption	6140	IFD
1. Curriculum Design/Development	6141	IF-IG
a. Experimental/Innovative Programs	6141.1	IFB-IFC
b. Recognition of Religious Beliefs & Customs	6141.2	IGAC
c. English as a Second Language (ESL)	6141.3	IGBF-IGBI
d. Independent Study	6141.4	IHG-IHH-IHHA
e. Advanced Placement	6141.5	IGCD-LEB
f. Honors Programs (not honor roll)	6141.7	IGGC
2. Subject Fields (includes basic instructional program)	6142	IGA-IGAA-IGAB-IGAF-IGAH-IGAI-IGAJ-IGEA-IGEB
a. Family Life Education	6142.1	
b. Citizenship Education	6142.2	
c. Human Relations	6142.3	
d. Physical Education & Health (excuses for athletes)	6142.4	
e. Safety x3516 x5142	6142.5	
f. Basic Skills x6171.1	6142.6	
g. Drugs, Alcohol & Tobacco x5131.6 x5141.5	6142.7	
h. Music & Drama	6142.8	

i. Art	6142.9		
j. Computers	6142.10		
k. Outdoor Recreation	6142.11		
l. Vocational/Industrial/Occupational Education (includes special interest schools)	6142.12	IGAD-IGEC	
(1) Work Experience Programs	6142.121	IGADA	
(2) Sale of Student Services & Products	6142.122		
I. Curriculum Guides	6143	IFE	
1. Lesson Plans	6143.1		
J. Controversial Issues	6144	INB	
K. Extracurricular Activities	6145	IGD	
1. Intramural Competition	6145.1	IGDJ	
2. Interscholastic Competition x3541.31 x5141.3 x6142.4	6145.2	IGDJ	
3. Publications	6145.3	IGDB-JFCD	
4. Public Performances & Exhibitions x1320	6145.4	IGDD-INC-INE-INF	
5. Organizations; Associations (student council)	6145.5	IGDA-JFBA-JFCE	
6. Travel & Exchange Programs	6145.6	IGCB	
7. Social Events/Meetings	6145.7	IGDC	
L. Graduation Requirements/Early Graduation x5113	6146	IKF-IKFA	
1. Standards of Proficiency x5120.1 x5121 x5123	6147	IK	
M. Instructional Arrangements (assignments to teachers & classes)	6150	IH-INA	
1. Class Size	6151	IHB	
a. Student Contact Time -contract code-	6151.1		
2. Grouping	6152	IHA	
a. Individualized Instruction (IEP) x6171.4 (ISIP) x6146	6152.1		
3. Field Trips (includes transportation) x3541.31	6153	IICA-JJ	
4. Homework/Makeup Work	6154	IKB-IKEA	
5. Instructional Planning/Scheduling (includes emphasis on interdisciplinary nature of learning; using teachers & facilities to best advantage; team teaching; differen-			

	tiated staffing; contracting for instruction; mini-courses; open classrooms; non-graded classrooms; electronic/mechanical assistance; teaching methods)	6156	IHC-IHD
N.	Instructional Services and Resources ESTABLISHES CATEGORY	6160	II-IIB
	1. Equipment, Books & Materials	6161	IIA
	a. Guidelines for Evaluation & Selection of Instructional Materials	6161.1	IIAA-IIAB-IIAC-IIAD-KFA
	b. Complaints Regarding Instructional Materials	6161.11	
	c. Guidelines Pertaining to Overdue, Damaged or Lost Instructional Materials x3250	6161.2	
	2. Instructional Resources ESTABLISHES CATEGORY	6162	
	a. Specialist/Resource Teachers-Consultants	6162.3	IIBB
	b. Community Resources	6162.4	IIC-IICB-KF
	c. Research	6162.5	IL-ILA-ILB-ILC
	d. Media Center/Library (a-v guidelines)	6163.1	IIBC-IIBD
	e. Learning Laboratories/Centers	6163.2	
	f. Live Animals in the Classroom	6163.3	ING
	g. Guidance Services (includes job placement)	6164.2	IJ
	h. Child Study Team x6171.4	6164.4	IJ
	i. Tutoring (as school program)	6164.6	
O.	Special Instructional Programs ESTABLISHES CATEGORY	6171	IGB
	1. Remedial Instruction x6142.6	6171.1	IGBE
	2. Gifted	6171.2	IGBB
	3. Compensatory & Chapter 1	6171.3	IGBC
	4. Handicapped (includes resource rooms) x6164.4	6171.4	IGBA
	a. Mainstreaming	6171.41	IGBA
	5. Alternative School	6172	IGBH
	6. Home Instruction	6173	IGBG
	7. Summer School	6174	IGCA
	8. Early Childhood Education/ Pre-school	6178	

P. Adult/Community Education 6200
Q. Evaluation of the Instructional Program 6300

SERIES 7000	CONSTRUCTION, REMODELING & RENOVATION	NJSBA	EPS
O.	**Concept & Roles in Construction, Remodeling & Renovation**	7000	
	A. Goals & Objectives	7010	FA-FAA
1.	**Planning**		
	ESTABLISHES CATEGORY	7100	
	A. Determining Needs x2240	7110	
	1. Retirement of Buildings	7113.1	
	2. Alterations, Additions, Repairs	7114.1	FK
	3. Temporary Facilities	7114.2	FJ
	4. Developing Educational Specifications	7115	
	B. Patterns of Participation (includes involving staff, involving the public, using educational consultants)	7120	
	C. Administrative & Legal Services	7130	
	1. General Management of Long-range Construction Programs (includes administration of individual projects, services of school attorney and bond attorney)	7131	
	D. Bond Elections	7140	
	E. Relations with Other Governmental Units	7150	
2.	**Designing/Architectural/Engineering Services (includes site development & building design)**	7200	
3.	**Financing: Method/Tax Levies/ Determination of Costs**	7300	
4.	**Construction: Bids/Contracts**	7400	
	A. Contracts (includes detailed provisions & signing of documents)	7420	
	B. Change Orders	7430	
	C. Protection & Guarantees	7440	FEEFB

D. Supervision/Clerk-of-the-Works 7450
E. Inspection & Acceptance of Completed Project 7530
F. Assembling & Preserving Important Documents x3570 7540
G. Dedication of Project/Naming of Facility 7550

SERIES 9000 BYLAWS OF THE BOARD	NJSBA	EPS
O. Role of the Board (limits of authority; powers, purposes, duties; relationships with students, staff, community) x2121	9000	BA-BB-BA-BBAA
1. Role of the Member x9020 x1112.2 x1112.3	9010	BH-BBF
A. Public Statements x9010 x1112.2 x1112.3	9020	
2. Organization of the Board ESTABLISHES CATEGORY	9100	BC
A. Number of Members & Terms of Office	9110	BB-BBB
B. Qualifications	9111	BBBA
C. Elections/Appointment	9112	BBB
1. Filling Vacancies	9113	BBE
2. Resignation/Removal from Office (members & officers)	9114	BBC-BBD
3. Oath of Office	9115	BBBB
D. Election & Appointment of Officers & Auxiliary Personnel	9120	BCB-BCC
1. President	9121	BCB
2. Vice-president	9122	BCB
3. Secretary of Board	9123	BCC
4. Business Official	9124	
5. Treasurer of School Moneys	9125	BCC
6. Attorney or Solicitor	9126	BGB
7. Auditor	9127	BCC
E. Committees x1220	9130	BCE-BCF
F. Board Representatives (students, PTA, PTO)	9140	
G. Board Consultants x7120	9150	BCH

3.	**Board Member Services**		
	ESTABLISHES CATEGORY	9200	BH-BBF
	A. Remuneration & Reimbursement	9250	BHD-DLC
	B. Protection (save harmless)	9260	BHE
	C. Conflict of Interest	9270	BBFA
	D. Code of Ethics x9020 x1112.2 x1112.3	9271	BBF
4.	**Governance**		
	ESTABLISHES CATEGORY	9300	
	A. Development, Distribution & Maintenance of Governance Manual	9310	BF-BFA-BFD-BFG
	1. Formulation, Adoption, Amendment of Policies	9311	BFB-BFC
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ISBN 0-912337-03-6